REPORT

ON THE

EDUCATION AND EMPLOYMENT OF EUROPEANS

IN THE

PRESIDENCY OF BENGAL

By J. BALY, M.A.,

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FROM

VEN'BLE J. BALY,

Archdeacon of Calcutta,

Secretary to Committee of Enquiry on European Education,

To

C. E. BERNARD, ESQ., *C. S. I.,*

Officiating Secretary to the Government of India,

Home, Revenue and Agricultural Department.

SIMLA, *the 15th May* 1880.

SIR,

I HAVE the honour to submit to His Excellency the Governor General in Council the returns of the number of European children of school-going years in the Presidency of Bengal, exclusive of Calcutta, and of the existing schools for the same, together with remarks, based upon them, on the subject of the education and employment of Europeans in India. These two returns are appended, being marked, respectively, A and B.

I beg to premise—

First.—That in the following remarks, for the sake of clearness, the term "European" is used in a general sense, comprising all who have any pretension to European descent, however remote; "Anglo-Indian" is applied to those who have either no, or very slight, admixture with the Native races; "Eurasians" to those in whom the European and Native descent are more evenly balanced; and "East-Indian" to those of remote European descent and approaching more closely to the Native type;

Secondly.—That, although absolute completeness and correctness cannot be claimed for either of the accompanying returns, yet they may be accepted as substantially correct, and sufficient as a basis for practical measures.

This opinion is founded upon the knowledge that the officers who have furnished their data have been careful to make them as accurate as possible, especially in the more important centres of population; upon the fact that very many of them, (in return B nearly all,) have been checked by my own enquiries, and by information from other sources, and that a reasonable allowance has been made in the population return (A) for those children who have escaped the enquiries of the civil magistrate, or minister of religion.

Also, and especially, upon the fact that the number of children attending school, given in the population return (A), corresponds nearly, after the additional allowance referred to above, with the number given in the school return (B), although these returns were furnished from two entirely independent sources, *viz.*, the civil officers, and the masters and managers of schools.

The numbers given are, in return A, 4,530; in return B, 4,667. An exact correspondence could not have been expected, and would have been false, (1) because some of the "mofussil" children attend Calcutta schools, not included in the school return, and *vice versâ*; (2) several children in the Central Provinces attend Bombay schools, also not included; (3) in the Roman Catholic orphanages and schools for the poorer classes, many regimental children are included, who are excluded from return A. But, on the whole, this close approximation of the two numbers must be regarded as a proof of the sufficient correctness of both for all practical purposes, and therefore as a satisfactory indication of the general accuracy of the whole returns.

Thirdly.—I beg to record my thanks to all those officers to whose care and trouble this result must be considered due.

An inspection of the totals in return A presents the following facts :—

I. (1) That, with the addition of 500 to the number actually given, which I consider a sufficient estimate for probable omissions, and have distributed proportionately among the several columns, the total number of children between the ages of 6 and 18 in the whole Presidency, exclusive of Calcutta, is 8,567.

(2) That of these, 4,530 are in schools ; 4,037 not in schools.

(3) Of the 4,530 in schools, 2,467 are boys ; 2,063 are girls. The greater number of boys under education might be anticipated, as parents would naturally consider the education of their boys more important as a necessary condition of their employment.

(4) That the total number of boys is 4,386, thus distributed: 3,522 between 6 and 14 ; 864 between 14 and 18 years of age.

(5) That the total number of girls is 4,181, thus distributed : 3,416 between 6 and 14 ; 765 between 14 and 18. The early marriage of girls in India will account for this number being disproportionately small compared with that of boys between 14 and 18.

(6) That of the 4,386 boys, 1,919 are not at school; of the 4,181 girls, 2,118 are not at school.

(7) That the number of boys between 14 and 18 years of age,—864, divided by 4, gives 216, (less small annual death-rate,) as the approximate number of boys, turned out annually for employment at 18 years of age, for the whole Presidency outside Calcutta.

These numbers include all sections of the European population, *viz.*, Anglo-Indian, Eurasian, East Indian ; but they exclude (1) children sent to schools in Europe, (2) regimental children.

II. The more detailed analysis of the returns for each province and administration affords the following information :—

(1) Children not at school in stations where no school can be established, the total of children of school-going years being less than 20, are—

In Bengal	...	... 206,	distributed over	43	stations,	averaging	5 to each.
Assam	...	... 38	,,	5	,,	,,	7 ,,
N. W. P. and Oudh		... 157	,,	32	,,	,,	5 ,,
Punjab	...	... 79	,,	21	,,	,,	4 ,,
Central Provinces		... 63	,,	16	,,	,,	4 ,,
Berars	...	... 34	,,	5	,,	,,	7 ,,
Central India	...	... 31	,,	6	,,	,,	5 ,,
Total		... 608	,,	128	Mean average		5 ,,

I consider the total of 20 children of school-going years the limit below which no school should be established ; for such a school can be only primary ; and, when children above the age for a primary school, or those below the age, whose parents send them to a boarding school, are excluded, the average attendance will be very small indeed, as seen from the average of non-attending children given above. These children are either those whose parents are too poor to pay for boarding schools, or unwilling to send them from home. Their case will be considered below.

(2) Stations with a total of more than 20 children of school-going years, in which a Government aided school is possible, yet not existing :—

In Bengal—

Monghyr,	with a total of	67,	of whom	15	not at school.
Serampur,	,,	56	,,	16	,,
Berhampur,	,,	46	,,	26	,,
Burdwan,	,,	37	,,	28	,,
Purneah,	,,	80	,,	54	,,
Midnapur,	,,	20	,,	15	,,
Jessore,	,,	21	,,	14	,,
Rungpur,	,,	31	,,	16	,,
Somastipur,	,,	25	,,	19	,,
Comilla,	,,	29	,,	21	,,
Sara Station,	,,	20	,,	15	,,
Saidpur,	,,	22	,,	11	,,
Muddapur,	,,	20	,,	15	,,
Gya,	,,	21	,,	12	,,
Arrah,	,,	28	,,	17	,,
*Noakholly,	,,	84	,,	75	,,
Bhagalpur,	,,	73	,,	44	,,
Total	...	655	,,	410	,,

* These are "Feringis," scarcely differing from Natives, except in faith.

In Assam—

Shillong, with a total of 21, of whom 11 not at school.

In the North-Western Provinces and Oudh—

Fyzabad,	with a total of	30,	of whom	18	not at school.
Gorakhpur,	,,	41	,,	25	,,
Ghazipur,	,,	27	,,	27	,,
Jaunpur,	,,	25	,,	16	,,
Shajehanpur,	,,	31	,,	18	,,
Bareli,	,,	48	,,	23	,,
Moradabad,	,,	46	,,	34	,,
Saharanpur,	,,	65	,,	21	,,
Roorkee,	,,	34	,,	12	,,
Mirzapore,	,,	54	,,	23	,,
Meerut,	,,	187	,,	103	,,
Jeypore,	,,	27	,,	9	,,
Total	...	613	,,	329	,,

In the Punjab—

Kangra,	with a total of	40,	of whom	27	not at school.
Umballa,	,,	39	,,	26	,,
Pindi,	,,	91	,,	78	,,
Dalhousie and Gurdaspur,	,,	48	,,	25	,,
Jullundur,	,,	29	,,	10	,,
Ludhiana,	,,	22	,,	10	,,
Jhelum,	,,	27	,,	17	,,
Delhi,	,,	66	,,	23	,,
Total	...	362	,,	223	,,

Note—Delhi has a very small school for European children in connection with the S. P. G. Mission. It was taught, when I examined it, by some young girls in training as zenana teachers, with a female Native assistant. There were only some 8 or 10 European children in it; the rest were young Native children, principally girls. It is so eminently unsuited for the education of European children, that I do not consider that it ought to be taken into account.

In the Central Provinces—

Chhindwara,	with a total of	23,	of whom	13	not at school.
Bhandara,	,,	20	,,	18	,,
Harda,	,,	23	,,	18	,,
Chanda,	,,	24	,,	10	,,
Total	...	90	,,	58	,,

In the Berars—

Buldana, with a total of 32, of whom 18 not at school.
Wun, ,, 26 ,, 20 ,,
Total ... 47 ,, 38 ,,

In Central India—

Indore, with a total of 28, of whom 15 not at school.

Adding these Provincial totals together, we obtain for the whole Presidency forty-five stations with totals of 20 children, and upwards, of school-going years, in which there is no school aided by Government, and which have an aggregate total of 1,526 children, 1,083 of whom attend no school.

Some three or four of these stations have private adventure schools, but I omit these, partly because they rarely last for more than a short time, and their discipline and instruction are not of a high character, and partly, being conducted for profit, their teachers charge a fee above the means of the majority of parents.

Although they have a total of more than 20 children, it is only in a few of them that I consider the establishment of a State-aided and controlled school advisable, at all events, until the compulsory education of European children is introduced; and I base this opinion on the following reasons:—

(*a*) In several of them the school-going population of the district has been included, for which a school in the station would be useless.

(*b*) In many the population fluctuates very considerably; and though in some years the number of children would appear to warrant the establishment of a school, in other years not more than six or eight could be collected.

(*c*) In most of them the school could only be primary; but a considerable portion of the children in them are of an age and position in life to require a higher standard of education, and their parents are able to procure this for them, if they are willing, in the less expensive boarding schools.

(*d*) The establishment of the central free schools in Allahabad and Lahore, which has been approved by the Government of India, and the enlargement of the Calcutta Free School, would draw off a considerable number of the poorer class of children, and reduce the local school attendance.

Under these circumstances, I can only name the following stations as those in which I consider that primary schools for European children aided and controlled by the State are certainly required:—

In Bengal.

Monghyr.	Serampore.

In the North-Western Provinces and Oudh.

Gorakhpur.	Saharanpur.
Bareli.	Meerut.
Moradabad.	

In the Punjab.

Pindi.	Delhi.

Of the other stations, I can only express the opinion that, if all the resident parents were willing to send their children to school, and one giving a good primary education at a moderate cost were established, a daily attendance of from 12 to 20 children or more might be collected at—

Berhampore.	Shahjehanpur.
Burdwan.	Umballa.
Purneah.	Roorkee.
Bhagulpur.	Jhelum.
Ghazipur.	

The attendance, however, would be subject to considerable fluctuations; but, on the whole, I think that with a good primary school, and a general system of

education, whether compulsory or not, the experiment of establishing small local schools for those stations would prove successful.

If this judgment prove erroneous, or if it be considered inadvisable to make the experiment, the children resident in them can only receive an education either in the local Native schools where such are found, or in distant boarding schools. Their case, therefore, will be precisely the same as that of children in the much smaller stations, and will be afterwards dealt with.

III. Children not at school in stations where schools are established are—

In Bengal.

Howrah	...	...	51
Goalundo with Pureedpore		...	93
Jamalpur	...	...	51
Asansole	...	...	29
Khagaul	...	...	25
Chinsurah	...	...	13
Buxar	...	...	3
Dacca	...	...	52
Ranigunge	...	...	27
Patna and Dinapore		...	99
Darjeeling	...	...	23
Kurseong	...	...	8
24-Pergunnahs		...	134
Cuttack	...	...	103
	Total	...	610

In the North-Western Provinces and Oudh.

Benares	...	...	63
Cawnpore	...	...	82
Agra	...	...	381
Aligarh	...	...	6
Ghazeabad	...	...	2
Fatehgarh	...	...	83
Lucknow and Mussoorie		...	59
Dehra and Rampur	...	...	81
Naini Tal	...	...	25
Allahabad	...	...	263
Tecuulla	...	...	15
Lucknow	...	...	127
	Total	...	994

In the Punjab.

Amritsar	...	...	40
Murree	...	...	19
Lahore	...	...	81
Delhi	...	...	25
Mooltan	...	...	17
Gujranwala	...	...	11
Simla	...	...	63
	Total	...	254

In the Central Provinces and Berars.

Jubbulpore	...	...	34
Nagpur	...	...	42
Kamthi	...	...	30
Khandwa	...	...	8
Bhoosawal	...	...	44
Amraoti	...	...	12
Akola	...	...	10
Ellichpur	...	...	3
	Total	...	183

In Central India.

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There is, therefore, in the whole Presidency a total of 2,044 children not attending school in stations where schools have been established. The causes and remedies of this startling fact will be afterwards discussed.

IV. It will be thus seen that of the 3,799* children not attending school,—

608 are found in stations where no school can be established;
1,083 are found in stations where no schools exist, but may be established.
2,044 are found in stations where schools are established.

From this analysis inferences will be drawn below as to the amount and kind of additional school accommodation required.

From the analysis of the school return, marked B, will be seen the amount and kind of school accommodation which has already been provided for European children in India.

All private adventure schools, with one or two exceptions, have been omitted; but schools conducted by a religious body, although assisted by Government, have been included, (1) because they are not conducted for the sake of profit, (2) because they have a surer permanency.

* This total includes some few apprentices, who ought to have been counted as at school; these are excluded from the three totals below.

The analysis of return B affords the following information :—

(1) That there is—

a total of	... ...	4,667 scholars in	89 schools.
of whom the Church of England teaches	...	2,023 „ in	57 „
„ „ of Rome	„ ...	1,720 „ in	26 „
undenominational schools	„ ...	626 „ in	23 „
and Non-Conformist schools	„ ...	298 „ in	3 „
Total	...	4,667 „ in	89 „

(2) The number of—

Boarding scholars in hills and plains is	...	2,362 in	44 schools.
Day „ „ „	...	2,305 in	45 „
Total	...	4,667	

(3) Of the boarding scholars—

1,244 are in 26 plain-schools.
1,118 are in 18 hill-schools.

Total ... 2,362

(4) The following schools receive grants from Railway* Companies, in addition to the Government grant-in-aid :—

Allahabad, with house, E. I. R.	Howrah, E. I. R.
Cawnpore „ „	Aligarh, „ and O. & R.; house by E. I. R.
Toondla „ „	Ghaziabad, „ and S., P. & D.; house by S., P. & D.
Mogul Serai „ „	
Buxar „ „	Lahore, S., P. and D.
Khagaul „ „	Moolian, „
Jamalpur „ „	Mussoorie, „ with house.
Asansole „ „	Lucknow, O. & R., with house.
Ramgunge „ „	Bhoosawal, G. I. P. „
	Goalundo, E. B. R.

(5) The following schools receiving boys as scholars, and having only female teachers, are unsuited for boys over 12 years of age :—

Allahabad, East Indian Railway School	36
Cawnpore „ „ „	24
Cawnpore Ordnance	39
Toondla, East Indian Railway	37
Aligarh „ „	20
Mussoorie, Sind, Punjab & Delhi	27
Gujranwala Station School	16
Moolian „ „	26
Amritsar „ „	15
Lahore, Sind, Punjab & Delhi	19
Mogul Serai, East Indian Railway	14
Delhi, Society for the Propagation of the Gospel Mission ...	8
Khandwa, Bishop's School	23
Howrah, Milman School	63
Khagaul, East Indian Railway	29
Cuttack, Christian School	18
Amraoti, Station School	13
Ellichpur „	17
Hingoli „	10
Chinsura „	12
Benares „	20
Goalundo „	12
Lucknow Lezette House	13
Total ...	512

It may be calculated that two-fifths of their scholars, or 204, are boys, who, if they continue their education after 12, ought to be transferred to boarding schools.

(6) The proportion of average number on the rolls to the average number in daily attendance is thus indicated for day schools in the plains :—

On the rolls of 29 day schools the average for 1879 was ...	1,402
The average in daily attendance in the same 29 schools for the same year was	1,089
Average number absent	313
or	22·3 per cent.

* The E. I. R. schools are well found in school requisites.

This is a high average; but in the hot months, and at the change of seasons, the attendance at plain-day schools is still more seriously affected, as appears from the following tabular statement compiled by me from the attendance rolls of the schools included in it:—

Stations.	Period of lowest attendance.	Percentage of non-attendance.	Ordinary percentage of non-attendance.	The numbers on school rolls in different months of the year.
Khagaul ...	July to October	21	17	In March, 82; May, 21; June, 18; July, 19; August, 23.
Benares ...	May to November	40	43	In April, 25; June, 19; July to August, 17.
Chenar ...	October to December	35	27	April to June, 60; August to October, 35; November and December, 29.
Jubbulpore ...	July to September	18	14	
Bhusawal ...	April to June	25	23	March and April, 24; June, 30; October, 25.
Amraoti ...	September to November	37	25	In November, 18; December, 14; April, 9; May, 10.
Nagpur ...	June to December	22	17	In February, 28; April, 68; October, 66; November, 63.
Aligarh ...	October and November	63	20	In October 23, in November 24, were absent from sickness out of a roll of 38.
Ghaziabad ...	September	30	30	In July, 29; August, 19; September and October, 16.
Gulnarbegh ...	June to September	23	15	June to September, 31; April, 15.

This table shows that during the hot months, and at unhealthy seasons, both the number in daily attendance and the number on the school-roll are diminished by actual sickness, or the unwillingness of parents to expose their children to the heat; and the decrease at these times of the number of children under education in the plain-day schools, can scarcely be calculated at less than 33 per cent. In hill-boarding schools the percentage of absentees from sickness, or on account of climate, is practically *nil*.

(7) The total amount of the grant-in-aid given to European schools in the Presidency, exclusive of those in Calcutta, is Rs. 8,776-6-7 per mensem among 61 aided schools. This is thus distributed:—

			Rs.	A.	P.
28 Church of England schools receive	...	...	5,381	7	3
13 Roman Catholic " "	...	...	1,925	0	0
17 * Undenominational " "	...	...	1,019	13	4
3 Non-Conformist " "	...	...	450	0	0
		Total	8,776	6	7

(8) Classifying European schools as primary, middle, and high, according as the highest class in each is taught up to the primary, middle, or high standard, we find that the mean average amount of grant per head in each grade of school is—

	Rs.	A.	P.	
In primary schools	1	13	0	per mensem.
middle "	4	1	0	"
high "	4	10	6	"

It must be noted that this does not imply that Government pays Rs. 1-13 for every child taught up to the primary, Rs. 4-1 for another taught up to the middle, Rs. 4-10-6 for a third taught up to the high standard; for the lower classes in both middle and high schools are receiving the primary education; but it implies the inconsistency that, while Government pays for a primary education in a primary school only Rs. 1-13, it pays for the same grade of education in a middle and high school, respectively, Rs. 4-1 and Rs. 4-10-6.

(9) But other inconsistencies appear in the manner in which the grant-in-aid is now distributed, which arise from the fact that it is given, (when any reason at all exists,) from the need, real or supposed, of the school, and not on a

* These are for the most part the smaller railway and station schools.

system which has regard to its efficiency or number of pupils: *e.g.*, the amount of grant per head in primary schools ranges from Rs. 5 to As. 5-7; in middle schools from Rs. 12-8 to As. 10-1; and in high schools from Rs. 4-14-8 to Rs. 2, there being no difference in the quality of the education given.

(10) This allotment of the grant-in-aid with reference only to the needs of schools and not their merits or numbers may be supposed to account for the smaller grants given to the Roman Catholic schools, as appears from the following tabular statement in which the Church of England, Non-Conformist and Undenominational schools are brought under one head as Protestant, and the mean average grants per head received by them are compared with those received by Roman Catholic schools:—

Denomination of school.	Grant-in-aid per head in primary school.			Grant-in-aid per head in middle school.			Grant-in-aid per head in high school.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Protestant ...	1	15	11	4	8	5	4	6	7
Roman Catholic ...	0	15	1	2	8	11	3	4	0

(11) The return also shews great differences as to the cost of schools with respect both to the tuitional and boarding expenditure, which do not seem to depend altogether upon the quality of the tuition or domestic accommodation, and point to the advantage of instituting some more systematic method of supervision, and control of expenditure in schools receiving Government aid.

(12) Data supplied by school authorities, which have not been included in the return, shew the following amount of unused boarding accommodation for 1879 in the boarding schools, hills and plains:—

	Hill-Schools.				Plain-Schools.			
	Boys.	No.	Girls.	No.	Boys.	No.	Girls.	No.
Protestant.	Bishop Cotton School, Simla.	42	Kursseng, N. B. S. R.	6	Martinière, Lucknow	14	Nagpur Bishop's School.	6
	Naini Tal, Diocesan...	80	Auckland House, Simla.	28	Allahabad High School.	3	Jabore Free School	20
	St. Paul's, Darjeeling	76	Darjeeling Girls' School.	6	Lahore High School	6	Ajmere ...	3
	Mussoorie School ...	21	Caineville, Mussoorie	21	Nagpur Bishop's School.	5	Cawnpore Memorial	4
	Mussoorie, S. P. & D.	9	Naini Tal Diocesan	13	Lahore Free School	1	Jamalpur, E. I. R.	8
	Kursseng, N. B. S. R.	5	Mayo School, Simla	24	Kamthi Orphanage	6	Canning School, Agra.	13
					Ajmere School ...	4	Martinière, Lucknow	30
					Cawnpore Memorial	4	Allahabad High School.	13
					Jamalpur, E. I. R.	3	Anarkelli Girls' School.	5
	Totals Protestant vacant boarding places.	237	.....	99	.....	46	.....	100
Roman Catholic.	St. Joseph's Seminary, Darjeeling.	8	St. Isa's Convent School.	30	Chauji Orphanage...	34	St. Joseph's Convent, Jhansipore.	28
	St. George's College, Mussoorie.	7	Simla Lower School.	42	Loretto Priory, Hazaribagh.	6	St. Mary's, Allahabad	20
	St. Fidelis' Orphanage, Mussoorie.	42	Loretto, Darjeeling	1	St. Peter's College, Agra.	16	Convent School, Sialkot	20
	Loretto House, Darjeeling.	4		...	St. Paul's Orphanage, Agra.	37	Loretto Priory, Hazaribagh.	14
							Convent School, Agra.	20
							St. Patrick's Orphanage, Agra.	17
	Total Roman Catholic vacant boarding places.	61	.....	73	.....	95	.....	149

ABSTRACT.

	Boys.	Girls.
Vacant places hill-boarding schools	288	171
" plain " " "	141	149
" in hills and plains schools	429	320
Total of vacant places ...		849

Having thus enumerated the points in the two returns which, in my judgment, are most noteworthy and important in guiding the action of Government, I venture to point out, how they develop the general principles and practical measures which I had the honour to submit to the approval of His Excellency the Governor General in Council in November last.

I. (1) Although the total of 8,567 children between the ages of 6 and 18, born and educated in India, is very much less than it was supposed to be, yet the fact, that 4,037, or nearly one-half, were in 1879 on the rolls of no school, demands the most serious attention of Government.

Note.—(*a*) This number would be larger still if only the daily average attendance, instead of the number on school-rolls, were returned as "at school."

(*b*) The total must not be considered to imply that one-half of European children in India are always in school, the other half always out; but that between the portion who pass the whole of their school-life under education, and the portion who receive no education at all, there is a very large intermediate section, who are under education only for a fraction, larger or smaller, of their school-life. The principal causes of this are, (1) the residence of their parents for a longer or shorter time in the course of their service in stations without schools; (2) the varying income of the poorer class of parents, according as they are in or out of employment.

(2) The total indicated in return A of 216 European boys of 18 years of age annually turned out for employment in India is also very much smaller than was generally estimated. It must be increased, however, by the number of boys annually turned out for employment in Calcutta, and from the Lawrence Military Asylums at Sanawar and Murree. From the latter, according to returns forwarded to me by their Principals, 12 boys are turned out annually for non-regimental employment in India. From Calcutta, if the return of school-going children there made to the Bengal Government in October 1876 is correct, and the same proportion between the total number of school-going children and the total of boys 18 years old may be calculated on as in the rest of the Presidency, the total of boys turned out at that age for employment appears to be 81. Adding these three sums together, the approximate total of 309 European boys of all sections of the community,—Anglo-Indian, Eurasian, and East Indian,—for the entire Presidency, is obtained as the annual outturn for which full employment should be found, if the 18th year is accepted as the average age at which the European youth enter upon a career of full and independent employment; boys below that age being regarded as at school, or in the stage of probationary employment.

This number would not appear to raise any insuperable difficulty in the way of finding suitable employments for all the European youth, born and bred in India. And it must be remembered that these, born, living and dying in India, are as strictly bound to the country, and a part of its population, as any section of its Native population; that they are the descendants and children of soldiers, civilians and mechanics, who have been or still are necessary to its administration and prosperity; and that, if no room is found in it for their suitable and productive employment, a supply of wasters must accumulate annually, who will prey upon society as beggars, paupers and criminals, and eventually lay a heavier charge upon its Government than any expenditure now incurred in training them for, or providing them with employment. In

the conclusion of these remarks, I shall have the honour to state what enquiries have been made on this subject, and how far the replies received indicate the direction in which the efforts of Government are most likely to accomplish a satisfactory result.

II. (1) It will be seen from paragraphs II (1) and (2), pages 2 and 3, that there are 668 children of school-going years not at school in 128 stations, too small for the establishment of a school; and 1,083 not at school in 45 stations, in which there are totals of more than 20 children of school-going years. These two numbers make a total of 1,751 children not at school, and for whom there is no local school. By the establishment of local schools at the stations named by me, this total might be reduced to 1,353; and if the experiment were made, (which I consider to be at present of doubtful success for the reasons given,) of establishing schools at the largest of the other stations in the list, a further diminution would be made in the number of non-attending children. But still these schools would only be primary; most of them would have female teachers, and, with one or two exceptions, would not be able to give such an education to at least three-fourths of the boys resident in these stations, as will enable them afterwards to get their living. This cannot but be inferred from the condition of nearly all the schools in the smaller stations, and from the fact that twenty-three of them have female teachers, who cannot be considered fit to carry on the discipline and instruction of boys above 12 years of age. It is true that after the establishment of a training college in India, a larger number would be able to engage masters; but as nearly all these schools are mixed (boys and girls), a considerable number of them would probably still be conducted by female teachers.

To meet this difficulty, I recommended in my preliminary report that it should be made easy to the parents of these children to send them to boarding schools, by providing additional boarding accommodation, if necessary, and reducing the cost by an increase in the grant-in-aid.

(2) In the remarks which have been made upon that report by some of the officers to whom it was submitted, the alternative has been suggested that in all stations, where no European school can be established, the children should be sent to the local Native school. Two or three instances were given of European boys having been successfully educated in a Native school; and comparisons were drawn between the morality of the lower classes of European and of Native children, generally to the advantage of the latter. The reasons which appear to oppose any general use of Native schools for European children have been already stated in pages 10 to 13 of the report, and need not be repeated. Their force has not been lessened by anything that has been advanced:—

(a) The instances given of European children taught in Native schools are quite exceptional, not only on account of the extreme smallness of their number, but of their kind. The master of the school is an European and a Christian, takes especial care of the pupil, and teaches him in a separate class, and in the English language. But in nearly all of the smaller stations, if there is any Native school at all, the teacher is a Hindu or Mahomedan; and has only a slight knowledge of English. The school is simply vernacular; the scholars are village and bazar boys; and the half-dozen European children would learn their lessons among them in a vernacular language. I am able to say this from my own inspection of the few Native schools which are used by some few of the poorest class of European children; and I am convinced that the general use of Native schools by the numerous European children in stations, where there is no other school, would be most injurious.

(b) But in many of such stations there is no Native school at all, or it is in the Native town, at a distance of two or three miles from the civil or railway station, in which the European children live.

Anyone knowing the stations given in return A would be able to see in how few of them the Native school would be generally available for European children.

(c) It is forgotten also that nearly a half of the children are girls; and the warmest advocates of the use of Native schools would scarcely recommend that European girls should be educated, from 5 to 16, among Native boys by Native masters.

(d) The advocates of such use speak as though all European children were only of the lowest East Indian type, little differing from Natives in character, constitution or position, and as though the Native children attending schools were all of the better classes. This description may hold good for such towns as Allahabad, Cawnpore, Agra, Lucknow, Benares, where a large respectable Native community is found, and a considerable and very poor and low East Indian population. But in the smaller stations, as a general rule, the case is precisely the reverse. The majority of the European community are the families either of Anglo-Indian mechanics and Government subordinates, of pure or nearly pure European descent, or of very respectable Eurasian clerks in Government offices: and very few, indeed, of these classes would allow the attendance of their children at a school where their daily class and play mates would be the children of Native banyans of the bazars, or of their own Native servants. So that the use of Native schools for such children would mean practically no education at all; and no measure of compulsory education would be of the slightest avail; for it would be impossible to enforce it in the case of European and Christian parents refusing to send their children to a Hindu or Mahomedan school, where from 5 or 6 up to 11 or 12 years of age they will hear no language spoken but a vernacular, both in and out of class, and, from constant companionship for 5 or 6 hours every day with the lowest classes of Native children, acquire their language, habits and modes of thought.

I cannot therefore depart from the opinion expressed in the preliminary report that it will be found impossible to make any general use of the Native schools for European children, even in those stations where separate schools cannot be established for them, and that it would be "fairer to their parents and politically wiser" to provide the 1,453 children not at school, living in such stations, and being no less than one-third of the whole number of European children not under education, with suitable boarding schools, than to leave them no alternative but to be brought up by twos and threes, or sixes and tens, in schools generally attended only by the lower class of Native children.

(3) Nor would such a measure seem to be attended with any excessive cost or difficulty. It will be seen from page 8 that in the existing boarding schools there is sufficient room for 840 additional scholars; and the establishment of central free schools at Allahabad and Lahore, as approved by the Government of India, would provide boarding accommodation for at least 300 more children of the poorer classes of Europeans, for whom no higher fee would be charged than the cost of their maintenance at home. In this way there will be accommodation provided for all but, about, 200 of these children of the smaller stations;—for those of the poorer classes, in the free schools at Allahabad and Lahore, and in the Roman Catholic orphanages at Agra, Bankipore and in the hills; and for the children of the better classes in the various other boarding schools, Protestant and Roman Catholic, both in hills and plains. The only measures then necessary will be an enlargement of the most suitable schools, and a reduction of their charges by an increased scale of State aid, or by grants from Railway Companies interested, or by contributions from educational rates of stations from which children are sent.

(4) If no other boarding accommodation were required than for children not at school in the smaller stations where there are no local schools, the enlargement need not be very great; but in addition to these must be calculated

the 204 boys in stations possessing schools under female teachers and unsuitable for the education of boys over 12 years of age (see page 6). Of these, at least 70 or 80 ought to be in schools with a better discipline and a more advanced instruction. This cannot be given them in their own stations (see Preliminary Report, page 50, section 3, A and B), and therefore they must use boarding schools, and this addition will raise the *absolutely necessary* extra accommodation required to about 250 places.

III. (1) I have recommended in the preliminary report (see page 34), for the general reasons there given, that this extra accommodation should be provided in hill-boarding schools rather than in those in the plains, and that it is "inexpedient for Government to sanction great expenditure in adding to the existing boarding accommodation of plain-schools."

This recommendation appears to have been misunderstood by several of the officers commenting on that report. Their objections to it have represented me as proposing the immediate disuse of plain-schools, and that pressure should be put upon European parents of all sections,—Anglo-Indian, Eurasian, and East Indian,—to send their children to the hills. So sweeping a measure as this was neither recommended nor dreamt of by me; for, however theoretically desirable it may be for all who have anything approaching to the ordinary European constitution to grow up in a climate approaching to the European climate, I know that it is practically impossible, both on account of cost, and because no compulsion can be put upon parents in their choice of schools for their children.

I also was well aware that for children of East Indian families, who have been settled in the plains of India for several generations, residence in the hills during the years of growth, though beneficial, is not so essential to the attainment of a vigorous maturity, as it undoubtedly is to children of the other sections of the European community, and therefore I recommended on their behalf the establishment of the central free-schools at Allahabad and Lahore, and of primary day schools at other stations where they are found in a sufficient number. I deprecated any interference of Government with the free choice of parents in the other classes of the European community, leaving the selection of hill-schools to their own common sense, which, all other conditions being equal, will infallibly prefer a good climate to a bad one. I have proposed no diminution of the present support given to boarding or day schools in the plains; but, on the other hand, I have included them as recipients in the increased scale of State aid, and have recommended the establishment of new day schools in stations where they are needed. All, in fact, that I have recommended is, that the choice of European parents should be left entirely unfettered, by making it (as far as possible) as easy for them to send their children to boarding schools in the hills as to those in the plains; and, foreseeing, this being done, their eventual preference for hill-schools, that whatever building outlay was made in providing additional boarding accommodation should be made in the hills, in order to spare Government the cost of boarding houses in the plains, which a few more years will probably see standing nearly as empty as the barracks of a deserted military station.

It is from no feeling of benevolence that hill-schools have been so strongly recommended for children of Anglo-Indian and Eurasian parents, but because I know that a residence in the hills greatly strengthens the constitution of both classes of children, and most effectually accomplishes the object which the Government of India desires to accomplish,—of making the European a productive citizen, capable of earning his maintenance, with a balance of profit to those who employ him. This advantage has been disputed by some in their remarks addressed to Government; and it has been said that it is unwise to educate in the hills children who will afterwards work in the plains; that growth in the plains produces as strong and healthy men and women as growth in the hills. Some have even written as though it were a blessing and a privilege for European children to be brought up in the plains of India. I do not deny exceptional cases; but I assert that, as an almost invariable rule, the nearer children approach to the European type, the greater benefit will they receive from growing up and being educated in a hill climate; and it is only

in this way that the great majority of them can hope to attain their full strength. They who assert the contrary, run counter to the general practice and experience of parents and medical men, and to the logic of facts. The establishment of some twenty hill-boarding schools since the time of Lord Canning and Bishop Cotton, and their use by more than 1,100 children; of the four great Lawrence Asylums in the hills for the children of soldiers, and their crowded condition, and, more recently, of the summer homes in the hills for the same class; and the anxious efforts now being made by the great Railway Companies to make hill education more general among the children of their employés, testify most clearly to the existence of the very general and deep conviction that in India the best schools for children, who have more or less of an European constitution, are those in the hills and not those in the plains. But there are also indisputable facts which point to the same lesson.

(1) The death-rate in Calcutta for 1876, 1877 and 1878, as recently published in a Calcutta newspaper, stood thus: for Europeans, 49 to 50 deaths, for Natives 33 to 35, per mille. This needs no comment.

(2) As shewn from the returns of day schools in the plains, the average of daily attendance calculated for the whole year is less than the number on the school-roll by 22½ per cent., which means, in the first place, that very nearly a quarter of the money spent by Government, the public, or parents on the education of European children is wasted, as about that proportion is in constant non-attendance, and do not receive the education for which the money is paid; and it means, in the second place, that, as sickness, though not the only, is by far the principal, cause of non-attendance, a very high percentage of European children in the plains of India suffer constantly from sickness more or less severe.

(3) But this lesson is pointed out still more forcibly by the hot weather returns of 10 plain-schools on page 7, which I have no reason to believe are especially bad, but fair types of their kind. The number on the school-rolls decrease in the hot months of the year and at the seasonal changes; while the percentage on that number of non-attendance increases very considerably, shewing that at such times there is a *reduced attendance on a reduced school-roll*. In several schools in the smaller stations the attendance during the unhealthy season of the year is barely half of the attendance in the cold weather, and there have been more than one instance in which it has been found necessary to close the school on account of general sickness prevailing in the station.

(4) The prevalent diseases are fever, diarrhœa and dysentery; and it must be evident that children subject to the annual recurrence of such attacks cannot possibly reach maturity with the same vigour, either in mind or body, as those who are not so exposed. In the hill-schools, however, the regularity of daily attendance is scarcely affected by sickness.

(5) In all the plain-schools of the Presidency outside Calcutta, the hours of school attendance are reduced from 5 per diem to 3 or 4, and transferred to the early morning, *viz.*, from 6 or 7 o'clock to 9 or 10. This occasions a loss of one-third or one-fourth of the instruction; and the children, being necessarily confined to the house for the rest of the day, are deprived of all healthful outdoor play. In addition to this, the teaching power of the master and the learning power of the pupil are reduced during the hot months to the lowest point. In the hill-schools, on the other hand, the instruction is given for five hours a day throughout the year. Children can always play freely in the open air; and the teaching power of the master, as well as the learning power of the pupil, is unimpaired by excessive heat. The vacations, too, are always between the middle of December and the beginning of March, when the climate of the plains is good; so that for the whole of the year European children educated at hill-schools enjoy a climate as suited to them as can possibly be obtained in India. It must be plain, therefore, from these facts that they receive there the most advantageous training in mind and body for their future careers that this country can give, and that a better return is yielded for the money spent upon them by their parents, the public, and the Government.

(6) Two objections have been made against the general use of hill-boarding schools,—one, that the cost of travelling to and fro is a heavy charge upon the parent; the other, that the children are removed from the beneficial influence of home.

The first objection would be removed in the great majority of cases, if free passes were given along the lines of railway to all children travelling to and from school. This is already done for railway children, and could be extended to the rest. The cost from the terminal station to the school, which, by good arrangement on the part of the school authorities, could be reduced to a comparatively small sum, would then be the only travelling expense to all children living on a line of rail, who already constitute the majority, and will increase in number year by year. As regards the question of home influence, I can only say that in my experience, based upon a long and close acquaintance with all classes of the European population in India, the balance inclines in favour of education in boarding schools. The fathers are so constantly occupied in their daily work, that they see little of their children during the day; their mothers, too, often are over-indulgent and spoil them; the Native servants flatter and submit to them; they are therefore disposed to become self-willed, conceited and indolent, too often untruthful; and in very many stations, from the absence of a Church or Christian minister, are without any religious instruction, and in lamentable ignorance of the most cardinal facts, principles and doctrines of Christianity. I think that all those who know the facts of the case, and judge by them rather than by a poetical sentiment, will concur in the opinion that European children are under a more wholesome influence in a well-conducted boarding school, whether Protestant or Roman Catholic, whether in hills or plains, than in the majority of their own homes.*

IV. One of the recommendations in the report was the introduction of some compulsory measure, as a final resource, after other influences had been applied. This has generally been approved by those officers consulted on the subject by the Government of India; and I consider that the striking fact, that of the 4,067 children not at school 2,044 are found in places where schools are already established, places the necessity of some compulsory measure almost beyond question. Allahabad and Agra, for example, are fairly provided with schools for all classes, Roman Catholic and Protestant, which have plenty of room for additional day scholars. Yet in the former city 263, and in the latter 321, children have been returned by the magistrate as attending no school. The same may be said of the other stations, that the children are not generally excluded from school by the want of suitable school accommodation.

The causes which produce this non-attendance are the following:—

The unsuitability, real or supposed, of the school, combined with the inability or unwillingness of the parents to send the children to a boarding school.

The distance of the school from the home, and the want of conveyance.

Poverty.

Indifference.

With regard to the first cause; the real unsuitability, which alone can be considered, is the one already noted, when the scholar is too old for the discipline and standard of education of the school. The reduction of boarding school charges will remedy this cause of non-attendance.

The second cause, where it really exists, may be removed by the use of one or more school ambulances, or omnibuses, especially during the hot weather and rains, which is already adopted by many of the schools in Calcutta, Allahabad, Agra, Cawnpore, &c.

The third by free and cheap schools, and the payment of fees by the magistrate, or from the educational rate, in cases of absolute indigence.

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* The natural affection between parents and children will find ample gratification in the long cold-weather vacation, lasting two-and-a-half months.

But the fourth can only be removed by some compulsory measure. Pure indifference is, I believe, the sole cause only with a minority of European parents; but with many of them their care for the education of their children is not sufficient to stimulate them to self-denial, or any arduous effort; and with both classes,—the wholly and the half indifferent,—the knowledge that they could be legally compelled to do their duty toward their children would, in the greater number of cases, lead them to do it. I have met with many instances in several stations of parents withdrawing or habitually keeping their children from school on slight pretences, which would never have occurred if a compulsory enactment had been known to be in existence, and ready for use when required.

V. Another measure proposed by me is that the grant-in-aid from Government should be on a more liberal scale, and given on a definite system of payment by results, equally applied to all aided European schools, of whatever denominations they may be. As stated in the preliminary report, although the grants are necessary to the existence of the schools, yet the mode in which they are given in no wise tends to improve their efficiency. It will, I think, be already sufficiently apparent from the remarks on page 7, that the present want of system in the distribution of the grants tends to extreme inconsistencies, and even to partiality. But this would be still more evident if there had been space to record the incidence of the grant per head in every aided school, and compare that with the merits of the school; and I do not hesitate to repeat that, until the principle of payment by results is applied to all aided schools, whatever their denomination may be, on a definite and common system, only a small proportion of the advantage intended by the Government grant-in-aid, and which under a better system would result from it, will be obtained. I would not have the new system abruptly introduced, as some of the objectors appear to think, to the weakening of the schools; but gradually, and with such temporary reliefs and compensations, as will enable them to bear the change without injury. This would easily be done were the special charge of this entrusted to one or more officers of the Educational Department, acquainted with the working of the system in English elementary schools, until the period of transition were passed through.

I do not think that the subject of the grant-in-aid should be passed over without a remark on the disproportion shewn on page 8 between the grants to Roman Catholic, and those to other schools. The smallness of the grants-in-aid afforded to Roman Catholic schools very much lessens the good which might be done by them, and especially by their orphanages and schools for indigent children. Their managers cannot take in their full complement of pupils, not having sufficient funds to maintain them, and for those who are received, the arrangements, both tuitional and domestic, in some of their institutions are not so good as they might be for the same reason,—the want of funds. "We could do more, if we had more money," was often a plea when some defect was noted. As may be seen from the statements on page 6, the work done by the Roman Catholic Church for European education in the Presidency of Bengal is only second to that done by the Church of England. It teaches 1,720 pupils in 26 schools, against 2,023 in 37 schools. Yet the total grant received by it from Government is only Rs. 1,925 against Rs. 5,381 per mensem given to schools maintained by the English Church, although its orphanages and schools for poor children in the principal towns of the presidency are some of the most valuable institutions in India, and serve as the only places of refuge open to many a poor European orphan and indigent child, both Protestant and Roman Catholic. In my opinion, it is as ungrateful not to recognize the services of Roman Catholic schools, as it would be unwise not to make the fullest use of them. And, I can only recommend that, in respect of State aid, they should be placed on an equality, and under the same system, with other European schools.

The present inequality in this respect has not sprung from partiality on the part of Government, but partly from timidity, or jealousy of State interference, on the part of their school managers, and partly from the fact, that in their

religious orders they find a supply of unsalaried teachers whose cost is very much less than the cost of the salaried teachers of other schools. From conversations held with many of the Principals of Roman Catholic schools, and from published minutes, there is reason to think that the Roman would take up the same attitude to State aid and control as the English and Presbyterian and Non-Conformist Churches. Their demand is that they shall have "Catholic schools for Catholic children," as the other churches claim to have Anglican, Presbyterian and Non-Conformist schools for Anglican, Presbyterian and Non-Conformist children. And, provided they are assured of entire freedom and non-interference in the religious instruction of children of their own communion, they will probably not hesitate, in common with other churches, to receive their fair share of State aid, and, with it, the State inspection and supervision of their secular teaching, and the "conscience clauses" proposed in India, and observed for many years past in England, for all children of other communions taught in their schools. On this principle their schools would acquire an increased measure of usefulness, while their advantages would be thrown open to, and more largely used by, a much wider section of the European population.

And I do not think that a full consideration of the circumstances will warrant a lower scale of grants-in-aid to Roman Catholic schools, because the majority of their teachers is unsalaried. The following reasons have been named to me in support of this view, which ought, in fairness, to be stated :—

(1) The work of the unsalaried teachers is as good as that of salaried teachers, and its value equal to the State.

(2) It has been produced in Europe, and brought out to India at great cost to the church which provides it; and this original cost in production and importation, as well as the cost of its maintenance while here, should be accounted a tuitional expenditure as strictly as the expenditure on salaries paid month by month to teachers on whom no previous outlay has been made by the school managers.

(3) With nearly every Roman Catholic school for children of the better classes, who pay for their education, is associated another school for orphans and indigent children, who can pay nothing or only a small fraction of their cost; and whatever profits may be made upon the one school go to the support of the other.

(4) Many of the Roman Catholic schools cannot be carried on without a monthly grant of money from the mission, which is, of course, diverted from other religious expenditure.

For these reasons, and in view of the great services rendered to European education by Roman Catholic schools, it has been contended, and, as it appears to me, justly contended, that a fair pecuniary estimate should be placed upon the work of their unsalaried teachers, counted a tuitional expenditure in the same way as the salaries of paid teachers in other schools, and be met by a proportionate grant-in-aid.

If this is not done, it will be impossible to apply an uniform system of grants-in-aid on the principle of payment by results; and Roman Catholic schools will be unable to advance beyond their present condition, and provide additional teaching and school accommodation for their fair share of the 4,000 children now attending no school. On the other hand, it is easy to guard against the grant-in-aid being larger than the school should actually require, not only in the case of Roman Catholic, but of all schools, by conditions of its reduction, such as are in force in England, should the total income of the school from all sources,—grant-in-aid, fees, educational rate, or voluntary contributions,—exceed its total expenditure. The annual balance sheet will, of course, be open to the Government Inspector, whose duty and in whose power it will be to check any tendency to lean too much on State aid to the supersession of private efforts.

VI. A brief remark is necessary on the local administration of schools by Committees or School Boards or their equivalents, the representatives of missionary and religious corporations. In the proposal made in the preliminary report, no change in the constitution or functions of these, as they now exist, was intended, but only that they should be brought into a closer official connection with Government, and perform their duties according to general regulations laid down by Government, and that their resolutions and accounts should be open to the inspection and approval of Government. Some of the officers, to whom the report was referred, have expressed an opinion that the administration of schools by Local Committees has not been satisfactory. I freely concede that in many cases this may be said; though in other cases, as, for instance, in such important schools as the Martinière and Free School at Calcutta, the High Schools, Allahabad, the Naini Tal Diocesan Schools, and many others, the Local Committees have done their work well. But the remedy of whatever defects exist in this method of administration does not lie in its discontinuance, but in its reform. There must be some form of local school administration, and I do not see what other form can take the place of the Committees or Boards by which the schools are now administered. What is needed, and what I consider will suffice for their reform, and the more successful discharge of their functions, is a well-considered system of regulations, under which they should act, and the supervision of the Government Inspector to ensure that these regulations are observed. Such is the system carried out in aided schools in England; and I can only recommend this as the most suitable and efficient for European schools in India. Care should be taken that the classes and denominations using the schools should be fairly represented on their Boards or Committees.

VII. The recommendation in the preliminary report which has excited most discussion and difference of opinion is that of the local educational rate to meet the local school expenditure. As it is plainly of primary importance to settle in what mode the necessary funds to provide sufficient and suitable schools for Europeans in India should be raised, and to take care that the mode selected should effect its purpose in the least objectionable and oppressive manner, I will state the reasons which appear to point to the local educational rate as best fulfilling this condition.

If the Government of India undertook the entire charge and cost of European schools, nothing more need be said on the subject; but granting that the very obvious objections, which would immediately and very loudly be raised against this, were entirely unreasonable and not to be listened to, and that the Government of India and the Imperial Government could, would, and felt that they ought to take the step, yet even thus, it would be scarcely possible to work it, and maintain the existing constitution of the schools. Three-fourths of European education in India is in the hands of the English and Roman Churches, both zealous in the teaching of their distinctive tenets. It is scarcely possible to suppose that Government should constitute itself the teacher of Anglican and Roman doctrine in nearly all the European schools of India, or that it would be content to take their entire charge upon itself, and give up their entire control to others. Constant occasions for interference and friction would arise from within; many attacks be made from without; and it would soon be found that the scheme of the entire maintenance of religious schools by Government must go to pieces on the rock of the religious difficulty. A purely State scheme of education must eventually become secular. The only system on which experience shows that Church and State will work harmoniously together is that the State should grant the necessary aid to the religious schools, supervising and controlling their secular education, and leaving to the churches the control of the religious teaching, subject to certain clauses protecting the religious freedom of scholars professing another communion. This is the system which has been adopted at home, and it is the only one which, with so many Anglican and Roman schools, and with the necessity for religious instruction in boarding schools, can be supposed practicable or suitable for India. And, under this system, that portion of the school

expenditure not supplied by the State from the general revenue of the country must be supplied from other sources,—the fees of scholars, and contributions from the European public, either raised voluntarily, or, as now in England, by local educational rates, locally expended.

Unless the theory of the entire maintenance by the State of European schools be insisted on, one or other of the two last-named methods of providing the necessary funds must be adopted. I do not hesitate to say that, if these could be surely and sufficiently provided by voluntary effort, I should prefer this method to a compulsory rate; but the present state of European education places it beyond the shadow of a doubt that voluntary effort has not sufficed in the past, does not suffice at the present, and is very unlikely to suffice in the future. Some of those who have expressed their disapproval of an educational rate have supposed that it will; but I appeal from a vague and baseless expectation to the hard facts of the case—that one-half of the children of school-going years are at this moment out of school; that there is not a sufficient number of school-places for them; that the quality of the education in a large proportion of existing schools is bad, principally owing to want of means; and that in many towns and stations with a considerable population of Europeans, although the want of an European school has been repeatedly acknowledged for the last four or five years, voluntary effort has hitherto failed in establishing one.

The history of European education in India has run nearly in the same lines as elementary education in England. Before 1840 there was in England scarcely any national scheme of education at all. The national society was founded about that time, raising a large educational fund, the system of local voluntary contribution, and of Government grants-in-aid to meet them was introduced; and from 1840 to 1870 this voluntary system prevailed. Yet it was then found, after thirty years' trial, that, of the 5,274,301 children of school-going years in the United Kingdom, there were school-places for only 1,878,584, or little more than one-third; while in actual daily attendance there were only 1,152,389, or somewhat above one-fifth of the total number. To remedy this very unsatisfactory state of things, the local educational rate and compulsory education were introduced. At first they provoked much opposition, and were accused, as now in India, of being novel, unfair and unpopular; but the result was that in 1878, or in only eight years, school-places had been provided for 3,942,337 children, and the number in daily average attendance had risen to 2,405,197. During the same period, of the total population of England and Wales, 22,712,266, considerably more than one-half, or 13,150,219, had adopted the system of local educational rating; and this adoption is spreading year by year.

A system which only in eight years has doubled the number of school-places and of scholars in daily attendance, which has already spread over more than one-half of the population, and is so far from having exhausted its energy that, in the last of those eight years alone, it added 600 to the number of schools in Great Britain, and 185,000 to the number of school-places, and evidently contains within itself the power of ensuring a sufficient and suitable education for every child of the working classes within the limits of the United Kingdom:—such a system, notwithstanding its novelty, cannot be called a failure; nor does its almost complete success in so short a time appear to stamp it as either unfair or unpopular.

I see no reason why its application to India should fail of producing equal results. Here, happily, we have only thousands to deal with instead of millions; but European education has hitherto advanced on almost the same lines as in England. Before 1860 there may be said to have been no general scheme at all; but in that year, under the auspices of Lord Canning and Bishop Cotton, the European education movement began; educational funds were raised, both general and local; boarding schools in the hill-stations, and both boarding and day schools in the plains, were established, and have since been maintained by grants-in-aid from the Government, and voluntary contributions from the public. This system has been now on its trial for twenty years; and it must be acknowledged, in the face of the facts shewn by the return A, that voluntary effort, having done all that it has been able to do, has failed in India, as in England, of providing sufficiently for the educational wants of the

European population; and that now in 1880, the old having failed, some new method of provision must be tried. The plan of the local educational rate locally expended, which has been so conspicuously successful at home in obtaining the same results as we desire in India, appeared to me, for reasons given in the report, the fittest, the easiest, and the least objectionable mode of raising that portion of the increased cost which falls upon the public. It must be remembered that, while the public are asked to increase their contribution to European education in the way of a rate, the Government also is asked to contribute a larger subsidy from the general revenue of the country; that every body of contributors has the option between a continuance of the voluntary system, if it can do its work, and the local rate; and that, in the expenditure of the rate, Allahabad does not help Benares, nor Cawnpore Lucknow, but each station spends its own money on its own wants. If, however, any other method can be found fitter, more practicable, and more likely to obtain the end desired, by all means let it be applied. There should be no obstinate adherence to any particular means, if the end desired can be obtained sooner and better by some other.

VIII. With respect to the training college proposed in the preliminary report, it has been objected by some few of the officers consulted by Government that it is unnecessary, there being already a plentiful supply of well-trained teachers in the country. I will not repeat the remarks already made by me on this subject, but I will mention the fact shewn in return B, that in all the primary schools of the Presidency, omitting the Roman Catholic and the Calcutta schools, there are not more than three or four trained and certificated teachers; that the great majority have only female teachers; and that none of these are suited for the education of boys above 12 years of age. And, with reference to the higher class schools, I will quote from Mr. Lawrence's report on the European schools of India, page 15: "The weak point in the system of teaching generally is the under-teaching. Boys are found, when they come to the upper classes, to have wasted their time, and not to be well grounded in elementary knowledge. And while under-masters are poorly paid, it will always be found difficult to secure a good class of men. The real and only efficient remedy would seem to be the organization and development of a class of pupil-teachers with improving prospects, and to whom opportunities of self-improvement are afforded."

But these pupil-teachers can only be thoroughly fitted for their profession by passing through a training college; and so essential is this preparation considered in England, that it is made a *sine quâ non* that the principal teachers of all aided schools should have been taught in a training college or have passed its examination.

A second objection has been made against the proposal to establish the training college on a Church of England basis; that it shews a desire to secure the ascendancy of that church and a "cynical" disregard, especially of the equal claims of the Church of Rome. As far as this objection touches myself, I can only say that I had no such intention, caring absolutely nothing in this matter for the ascendancy of any Christian denomination, so long as the European youth of both sexes in India receive a Christian education, which will tend to make them moral, religious and useful citizens. Among the Protestant bodies I selected the Church of England, because it is the largest educator, having in its schools 2,023 scholars against 626 in Undenominational and 298 in Non-Conformist schools. As these last two numbers are evidently too small to warrant the establishment of a separate training college for them, and as the religious distinctions between the Roman Church and all Protestant bodies are unhappily too wide to admit of the latter using a Roman Catholic training college, there was no alternative left, if there is to be a training college at all for Protestant schools, but to attach it to the Church of England. And I abstained from recommending the establishment of a separate college for Roman Catholics, not from any disregard of their claims and their eminent services to European education, which, perhaps, few in India are in a position to know so well as myself, nor still less from the wish to place

them at a disadvantage, and cripple their work, but from the sincere opinion which I entertain, that the schools of the Roman Church can obtain a better supply of male and female teachers from the religious orders of Europe on cheaper terms than ever they could train them in India. If the English Church had equal advantages in this respect, and could bring teachers from England on the same terms, I should not have considered a training college in India a necessity at all. And I think that the rulers of the Roman Church, on a calm review of the whole subject, will see that it will be more to their interest, and tend to the greater efficiency of their work (more especially if the cost of training, transport and subsistence of their teachers be regarded in the same light as the salaries of other teachers, and allowed as a tuitional expenditure), to continue their present system than to establish a college of their own for the training of teachers in India. I here express my own opinion, which may not be well founded, but at all events is honestly entertained.

IX. The preliminary report has been charged with overlooking the subject of the industrial education and employment of Europeans, which is rightly considered as at least of equal importance with that of simple education.

If was want of the necessary information on this most important branch of the subject which has caused it to be, not overlooked, but delayed. One fact, most essential to the formation of any sound conclusion, the number for whom industrial education should be provided, and for whom employment was required, was wholly unknown, and could but be guessed at. Even those who were best informed have entertained a much exaggerated estimate of this; while the wilder guessers of the newspapers spoke of the necessity of raising several European regiments, of "large national undertakings" in the way of industrial schools, of extensive agricultural colonies, and of wholesale deportations to Australia and New Zealand, in order to find occupation for the unemployed Europeans of India. It now appears, from return A, and from a house-to-house enquiry conducted in Calcutta at the latter end of 1876, that the total number of boys annually ready for employment at the age of 18* may be calculated as 309. I cannot vouch for the absolute accuracy of the returns: all that I am able to say is, that they were carefully made by the officers appointed to furnish them; have been correctly compiled by me; and that an addition of rather more than 6 per cent. has been made to the totals to account for possible omissions. If there is an error, I have failed in detecting it; and I do not see how the total of boys of 18, stated as annually available for employment, can be very wide of the mark. If it be said that many boys are employed at 16, it may also be said that many are not employed till 19 or 20. It may be said again, that in the return the number of boys between 14 and 18 excludes those who had already found employment. But this is not so; the return was directed to include *all* boys, whether employed or unemployed; and the number of girls returned as between 14 and 18, which is one hundred less than that of boys, is an argument that all boys have been included; so that, unless there are very wholesale errors and omissions in the return, (which there is no reason whatever to suspect), I cannot see any reason for rejecting the total of 309 as a fair approximate estimate of the number of boys at the age of 18 in the whole Presidency of Bengal (exclusive of British Burma) for whom employment of some kind or another must annually be found. If so, it is plain that any work conducted on the previous exaggerated estimates would have been work in the dark, and the recommendations framed upon them would have been good for nothing, but to lead the Government into unnecessary expenditure.

And there is another point which must be ascertained before precise and definite proposals can with perfect safety be laid before Government, as to the amount and kind of industrial training required, and the opening out of forms of

* The age of 18 appears a fair average starting-point for the independent and full employment of European youth in India. In the higher grades of employment many do not begin till 20; and of those who begin at an earlier date, their 16th or 17th year, nearly all are in the stage of probation, and apprenticeship; and if receiving pay at all, receiving only boys' pay. For such, not final independent employment is required, but places of industrial training and apprenticeship. And the question of European employment will be near its solution, when the whole annual outturn of boys in their 18th year, can be provided with employments, at which they can earn their living according to their station of life.

employment, *viz.*, for how many European youth employment is already procurable, and what balance is left, for which additional employments must be found.

Enquiries on this head have been addressed to all Superintendents of Railway and Government workshops, to the various Departments of the Government service, and to the commandants of native regiments. When the answers to these have been received, it will be possible to form, with some approach to accuracy, an idea of the number for whom new employment and industrial training is required.

3. A considerable number of boys will of course find private and unofficial employment. It is difficult to ascertain how large this will be, and the only guidance on this point has been furnished by the Revd. A. O. Hardy in a return which states the forms of employment obtained by a total of 549 boys educated in the under-mentioned schools :—

Bishop Cotton School, Simla.	Martinière, Calcutta.
Mussoorie School.	,, Lucknow.
St. Paul's, Darjeeling.	Bishop Corrie's School, Madras.
Naini Tal Diocesan School.	Bangalore Bishop Cotton School.
Lawrence Asylum, Sanawar.	Bombay Byculla School.

The total of 549 has been thus distributed over the following forms of employment :—

Military ; Commissariat, and Rank and File			54	or 9·83 per cent.	
Clerical and Legal		...	6	,, 1·09	,,
Educational		...	26	,, 4·73	,,
Railway		...	35	,, 6·37	,,
Medical, Superior grade		...	12	,, 2·18	,,
,, Subordinate		...	80	,, 14·57	,,
Forest Department		...	8	,, 1·45	,,
Survey ,,		...	10	,, 1·82	,,
Postal ,,		...	14	,, 2·55	,,
Opium ,,		...	4	,, ·72	,,
Customs ,,		...	8	,, 1·45	,,
Police		...	12	,, 2·18	,,
Telegraph Department		...	24	,, 4·36	,,
Public Works, Superior		...	20	,, 3·63	,,
,, Subordinate		...	11	,, 2	,,
Planters		...	27	,, 4·91	,,
Commercial (banks, hotels, printing presses, shops, &c.)		...	61	,, 11·11	,,
Sailors and Pilots		...	10	,, 1·82	,,
Civil Engineering ...	Mechanical artisans in dockyards, workshops, &c.	...	41	,, 7·45	,,
,,		...	79	,, 15·85	,,
Government Clerks		...	1	,, ·18	,,
Covenanted Civil Servants		...			
	Total	...	549		

Reckoning planters, commercial, sailors and pilots as unofficially employed, this return shews a percentage of 18 in private employment. This return does not state how many boys are turned out annually from the schools included in it, but only the employments of certain of their number; and is chiefly valuable in shewing the proportion engaged in the various forms of employment.

I have endeavoured to obtain information of a similar character from the masters of the larger and more advanced schools, and also as to the readiness with which their scholars obtain employment. As yet only the following answers have been received.

From the Principal of the Roman Catholic College and Orphanage, Agra :—"A total of seven turned out annually for employment. The difficulty in getting employment is greater now than a few years ago. Only four boys are now in the orphanage ready but waiting for employment."

From the Rector of St. James' School, Calcutta :—"Average number leaving school ready for employment during the last four years 15 per annum; the greater number, in private engineering and building firms. About six

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cases during the last four years, in which there has been difficulty in obtaining employment. Two are now in the school ready and waiting for employment."

From the Rector of St. Xavier's, Calcutta :—"We turn out yearly about 15 or 20 boys annually fit for employment, but some continue their course of studies for the University degrees, or the engineering line. Among the rest that have applied for Government employment, or clerk-work, a good many have succeeded in getting it; but there are at present two boys with us who have applied for work, and do not succeed."

Principal of Roman Catholic School, Jabalpur :—"Two or three boys leave our school annually for employment. Till now no great difficulty, as they are poor Eurasians content with small salary. One young man of 20, an European, is with me who cannot yet obtain employment."

From the Chaplain of Allahabad :—"Three or four boys annually qualified for employment in the City Free School. There is great difficulty and delay of obtaining employment after they leave school. We have none qualified just now."

From the Officiating Head Master, Martinière, Calcutta :—"Total of boys turned out fit for employment yearly 15. Occasionally boys have to be kept in school several months before employment can be found for them; there are none such now."

From Head Master of Lahore High School :—"About five or six boys obtain employment annually. No difficulty in doing so, but too great facility which induces them to leave school before their education is complete. No boys kept at school for want of employment."

From the Principal of St. George's College and the Orphanage, Mussoorie :—"About 14 boys are yearly qualified for employment for the college and orphanage. Two boys from the college sometimes pass into Roorkee. From the orphanage some boys enlist, but most return to their parents in the army, and nothing more is heard of them. Boys have the greatest difficulty in obtaining employment, however small. There are three now ready for and waiting employment."

The Principal of the Koorji Orphanage has several boys waiting for employment.

From the Free School, Calcutta, boys have no great difficulty in obtaining first employment on small salaries; but if they lose it, other employment is difficult to get.

The number of scholars in the above schools may be ascertained from return B. This is all the information that has yet been received on this head. The replies, with the exception of one or two, do not appear to indicate any excessive difficulty about employment, but further information from the other schools is desirable.

2. The following replies have also been received from the Superintendents of Railway and other Workshops with respect to the number of apprentices that can be received, their rate of remuneration, and prospect of future employment:—

From Great Indian Peninsula Railway Company :—"There are 46 European and Eurasian apprentices in the various workshops. The work of an European apprentice at 15 years of age is worth about Rs. 5 per mensem, rising to Rs. 50 in five years. Future employment can always be found for apprentices brought up in our own workshops, on the understanding that their pay is what their work is worth; but paid on this scale, the wages earned by an European or Eurasian lad educated in India are small. A lad, however, brought up in England with five years' experience in an English shop, is worth Rs. 120 per mensem."

From Indus Valley State Railway :—"No boys can be employed in present shops."

From Eastern Bengal Railway Company :—"Twelve apprentices can be profitably employed. Apprentices with indentures for five years receive Rs. 20 per mensem in their first year, rising to Rs. 50 in their fifth. Unindentured

apprentices work for four years, receiving Rs. 8 per mensem first year, rising to Rs. 25 in the 4th year. Employment after apprenticeship depends on vacancies and their own capabilities. The first class of apprentices have the first claim, and are put on as firemen, fitters, or foremen's assistants. If no appointment is open, they remain on at Rs. 50 till vacancies occur, or find employment elsewhere."

From Holker State Railway :—"At present eight lads are employed; but as work grows, more perhaps could be taken on. At present they are unpaid; but the following scale of pay is suggested: first half-year, 0; second half-year Rs. 15 per mensem, rising to Rs. 60 in fifth year. Future employment can always be found for this number of apprentices."

Northern Bengal State Railway :—"Nine apprentices can be employed, receiving Rs. 20 per mensem in their first year, rising to Rs. 50 in their fifth. Future employment would probably always be found on termination of apprenticeship."

Sind, Punjab and Delhi Railway :—"No lads could be profitably employed but 25 can be taken on at one time. Pay received is Rs. 20 per mensem first year, rising by annual increments of Rs. 10 to Rs. 60 in their fifth. These wages exceed the value of the work. We could employ the out-put from the 25 which would be about 7 to 10."

Tirhoot State Railway :—"The shops too incomplete at present to give profitable employment to apprentices."

Oudh and Rohilcund Railway Company :—"Fifteen lads in all can be employed as apprentices, and are paid Rs. 15 per mensem in first year, rising to Rs. 50 after four years. Future employment can be found for all, as vacancies occur."

East Indian Railway Company :—"The number varies according to circumstances. There are now in the three departments 106 apprentices, whose pay varies according to the department: in the Carriage and Wagon it is Rs. 10 per mensem in first year, rising to Rs. 50 in the fifth; in the Locomotive, Rs. 20 per mensem in first, rising to Rs. 50 in fifth year; and in the Engineering Department, the apprentice plate-layers begin at Rs. 30 per mensem in the first year, rising to Rs. 75 in the third. Employment can be found for all in the Carriage and Locomotive Department who can shew good work and steady conduct; but in no case can more than eight per annum be employed in the Engineering Department."

Punjab Northern State Railway :—"The number of apprentices who can be taken on depends on the erection of the workshops at Rawal Pindi. If these are sanctioned, ten can be taken on the first year, and six each succeeding year; and future employment could be found for probably about 20."

On all these lines together 226 apprentices can be employed at one time; dividing this number by 5, as many as 45 apprentices can be taken on annually. The annual total of railway apprentices will be raised probably to about 50 by the Rajputana State Railway, which as yet has not forwarded a return, but maintains 12 apprentices at Ajmere.

3. The following returns have been forwarded from the Office of the Inspector General of Ordnance by officers superintending the Government Workshops :—

From the Allahabad Arsenal by the Commissary in Charge :—"I think 12 apprentice lads might be profitably employed here, *viz.*,—

Armourers ...	...	...	...	...	4
Smiths ...	...	...	...	...	3
Carpenters and turners ...	...	...	...	...	5
					—
			Total		12
					—

Their term of apprenticeship to be for five years, and their pay Rs. 20 per mensem in the first, rising to Rs. 50 in the fifth year."

From the Fevozepore Arsenal by the Commissary in Charge :—"I think that employment could be found for about 10 boys here, *viz.*, 4 armourers,

The annual supply required to keep up this total would be considerable, and afford another suitable opening for the boys at free schools who cannot find employment as mechanics. Some instruction in music, in addition to the ordinary course of the school, will be the only special training required.

A similar opening might be found for orphans of Anglo-Indian parents, who have been educated at the cost of Government, as bandboys in British regiments serving in India. Many lads of 14 or 15 years of age are now sent out from England, before their constitution is set, and too often, as I have seen in my experience as chaplain at a military station, suffer most severely from the climate. Lads born in India, and already acclimatized, so far as they can be, would suffer very much less; and the practice of engaging them, instead of importing the bandboys from Europe, would, I think, be an advantage to the regiments, as well as afford a respectable employment to the Anglo-Indian boys.

5. The Civil Departments of Government have also been requested to furnish information as to the number of European youths who have been taken on during the last five years; but only one or two replies have as yet been received. The information will be useful as enabling an estimate to be formed of how many young men can annually find employment in these branches of the public service. As a general rule, clerkships in the civil offices of Government are now obtained through personal interest. Young men are admitted into the office as probationers, and afterwards appointed to the first vacancies. I would suggest, for the consideration of Government, whether the number of clerkships now filled by European youth might not be thrown open to competition, on the same system as is adopted for the corresponding branches of the Civil Service in England, with advantage both to the public service and to the young men themselves. The latter would be stimulated to rely more on their own efforts and less on the influence of their friends, while these would be induced to be more careful of the education of their children as a necessary condition of their future success.

When all the replies have been received, and it can be ascertained what present annual supply of employment there is for European boys, it will be possible to state whether it will suffice for the number needing employment. I am at present disposed to think, though I should hesitate to affirm it with any certainty, that the difficulty will be, not that of providing new forms of employment, but the lesser one of preparing and fitting those who are to be employed, by giving them the right kind of education, and gradually training them in habits of economy, patience, industry, perseverance and self-control; for I believe that the present want of employment, now so generally complained of, arises not so much from absolute dearth of it, as from the want of the qualities which fit men for obtaining employment, and keeping it when they have it; nor should I be surprised to find, if the whole question could be thoroughly sifted, that the undoubtedly large number of unemployed Europeans now in India is very largely composed (1) of the idle, improvident and intemperate, who will not work; (2) of the sick, weakly and ignorant, who cannot; (3) of those who have lost the employment they had, through their own fault.* I am disposed to think that when these three classes are eliminated, the number of steady, sober, honest, industrious and able-bodied Europeans who cannot find employment in India is comparatively small, and that the best way of diminishing the number of the unemployed is, not to create new employments, but to lessen and remove, as much as possible, the causes which have unfitted them for the old.

Should this opinion prove incorrect, the question must be differently dealt with; but I do not think, on a most careful consideration of the subject, and speaking only for the Presidency of Bengal, that there is at present a necessity for such large measures as the formation of Eurasian regiments, of agricultural settlements, or of deportation of European labour to the Colonies, which from time to time have been suggested; nor, if tried, do I consider that they would prove successful. With regard to the two latter measures, I have elsewhere † stated the

* These are generally, (1) Giving up one employment before another has been obtained, from impatience of small pay and slow promotion, or from simple love of change, or from quickness to take offence; (2) Irregularity; (3) Debt, through extravagance, or early and imprudent marriage.

† In a pamphlet on the employment of Europeans in India.

reasons which have led me to think that they will fail. And with regard to military service, I feel bound to say that I do not think that Government could raise such a regiment from this Presidency as it would desire to place, or be able for any length of time to retain, upon the military establishment. I will briefly state my reasons for this opinion.

If the total of 300 shewn in the returns is in any degree an approximate estimate of the number of European youth annually available for full employment, it cannot be regarded as a very wide base for recruiting a regiment. The annual reports of the Lawrence Asylums shew how very small a proportion enlist from those institutions, although all are soldiers' children, and many of them orphans. And the chief cause of this is the general preference of civil life for them by their parents or friends, as affording the more remunerative employments. It is not to be supposed that the proportion would be larger outside the asylums; besides, one large class of Anglo-Indian boys would answer to the military definition of an European, and the few who would enlist at all from it would enlist in a British regiment. The boys of the Eurasian class, sons of respectable and fairly well-to-do clerks in Government and mercantile offices, or of persons in commercial pursuits, would never enlist as soldiers so long as they have the prospect of any other form of employment, and retain a good character. Whatever recruits, therefore, were furnished for an Eurasian regiment, would almost entirely be drawn from the unemployed, that is to say, the least capable portion of the East Indian youth of the large towns; and I do not think that these, being of their present habits and constitution, would either be sufficient in number, or possess the soldierlike capacities necessary to constitute a regiment worth the money expended upon it. If these arguments are correct, there would not be a sufficient supply of suitable youths in the Presidency from which an Eurasian regiment could be recruited; and I believe that this want of good recruits was a main cause of the dissolution of the one or two Eurasian regiments raised during the critical time of the mutiny.

It is certainly possible, though I am unable to say that it is probable, that, as far as number goes, an Eurasian regiment might be raised at once from the unemployed Europeans of the Presidency; but such a regiment would, in my opinion, include very few men of good constitution and character, and must be composed very largely of those who had failed from weakness or vice in every other capacity, the inmates of Strangers' Homes and Houses of Industry, and the lowest class of every section of the European community.

An Eurasian regiment, too, must be a local regiment, unavailable for general service. Its loyalty would be as indisputable, but its use would not be as great, nor can it be expected that its pay (the men, too, being on home service) should be as large, as that of a British regiment; and, on the whole, I feel compelled to express my opinion that it would not be to the advantage of Government to raise an Eurasian regiment on the same pay and allowances as a British regiment; and that, in this Presidency at least, a lower scale would not attract any very large number of country-born Europeans.

The following are the measures for the industrial training and future profitable employment of the European youth in India which, with the present amount of information, appear to me practicable and most likely to be successful, and beyond which, until better informed, I do not think that it would be advisable to make experiments.

(1) A general system of apprenticeship, to be adopted in Railway workshops and all Government factories suitable for it.

(2) The establishment of an industrial school for the training of skilled mechanics and labourers, as painters, carpenters, farriers, smiths, under European foremen in connection with one of the Government arsenals in the Upper Provinces, or the Gun-Carriage Factory at Futehgarh.*

* I am not prepared to say with any certainty for what number of boys these two industrial schools should be established, but would at first begin, as they are experiments, on a small scale, which may be extended as found necessary; and I should think that 60 would be a safe number to start with to each. The final aim of an industrial school should be to turn out annually for the employments taught the number of workmen required for the district or department, whose demand it is designed to supply. And the total of its scholars will be, at least, that number multiplied by the number of years for which the industrial training is given.

The addition to the Government Engineering School and Workshops at Sibpur, Howrah, of a department for training the boys of the poorer classes in Calcutta and Howrah, who can already read, write and cipher fairly, in the above trades under European foremen. Such a department would complete the usefulness of the Engineering School by extending its advantages to a lower class of boys than it receives at present. European boys, if trained only to work as painters and carpenters in the same way as Natives work, would not earn enough for a livelihood; but trained as skilled European workmen, their wages as such would amply maintain them and their families; and sober and industrious workmen of this kind could always find in and about Calcutta fairly constant supply of work.

(3) My own experience has been against combining ordinary with special industrial education on equal terms. I have never seen such special instruction successfully given in an ordinary school. It has not been good of its kind, and the boys have not applied themselves to it with the attention and perseverance which produce real skill. Special instruction was given at the Calcutta Free School in carpentry and printing, but it seemed to be more play than work, and the knowledge of these trades acquired by the boys at school was not found to be of much service when they began to work at them. I should therefore recommend generally that, up to the age of 14 or 15, boys intended for mechanical employments should receive a sound education in reading, writing and arithmetic, with some knowledge of history, geography and mathematics, and, after that, acquire the knowledge of their trades at real work in real workshops during the day, with one or two hours' education, when their work is over, at a night school. This is the plan followed in the East Indian Railway workshops at Jamalpore for their apprentices. The master of the boys' day school gives instruction to the apprentices for an hour and a half every night in the night school. The opinion expressed by the Director General of Public Instruction in the North-West in a letter to the Secretary of that Government is to the same purport, that children should be sent to such schools "after passing through at least the primary course at a school for general education." The same opinion has been expressed in several of the replies on the apprenticeship of boys, that apprentices should "first have received a reasonable education," and that "it is useless for a boy to become an apprentice until he has been fairly well educated." The only exception to this rule that I think advisable is, that the boys destined for employment as buglers, &c., in Native, or as handboys in British, regiments should be taught music in the free schools and orphanages where they receive their general education.

(4) That orphans and indigent children educated at the cost of Government in free schools and orphanages, civil or military, should, as Government wards, be employed, if East Indian, in Native regiments as buglers, trumpeters, &c., and if of pure or nearly pure European descent, as handboys in British regiments.

(5) That well-educated European youths domiciled in India should be admitted to a fair proportion of all subordinate employments in the various departments of the Government service, and that these should be thrown open to competition.

(6) And I would also submit, perhaps not for the immediate, but for the future, consideration of the Government of India, whether it would be impossible to extend to the Survey, Telegraph and Forest Departments the practice, already existing in the Public Works Department, of admitting young men, domiciled and educated in India, to the higher grades, without the necessity of being examined and appointed in England, which is equivalent in most cases to a direct prohibition. Many of the young men in the better classes of the European community in India, who are of most respectable family, character and attainments, at present find themselves excluded from the higher grades of these departments, because their want of private means prevents them from fulfilling the required conditions. It cannot but be felt as an injury by any class or race that none but subordinate employments are thrown open to it; and the sense of this is not diminished by the fact, that the superior employments are also theoretically open, but that a practical condition stands

in the way which can be overcome only by the few, under rare and exceptional circumstances. An Indian College, to which a fixed number of young men could be admitted, whether of Native or European descent, able to pay for their own education in it, and accepted by Government as fit candidates for the higher grades in these departments of their service, and in which they could be prepared for and pass the necessary qualifying examinations, in the same way as engineering students can for the Public Works Department at Roorkee,—such a College would be received as a great benefit both by Natives and Europeans, and eventually be an advantage to the public service. At first it might fail to produce as good officers in the Survey, Telegraph and Forest Departments as are now procurable from England; but in time I conceive that the difference between them would not be greater than the difference now between an engineer educated at Roorkee, and an engineer educated at Cooper's Hill. And in one respect, certainly, officers already acclimatised to India, acquainted both with its language and its people, would be preferable to officers fresh from England, whose first year or two of service is spent in acquiring the knowledge of the habits and language of the people, and not unfrequently interrupted by sickness. In other respects, too, the services of officers whose homes are in India must be less costly than of those whose homes are in England.

It remains now to summarize briefly the proposals made in the preliminary report on general education, and which, I venture to think, are supported by the facts stated in this report.

(1) The establishment of central free schools at Allahabad and Lahore, or, rather, the enlargement of the existing schools, for about 300 and 200 children respectively,—

Allahabad Free School.

				Rs.
Estimated cost of buildings	...	...	...	1,70,000
Monthly cost (gross)	...	...	...	3,400
,, (net)	...	...	...	1,740

Lahore Free School.

				Rs.
Estimated cost of buildings	...	...	...	1,00,000
Monthly cost (gross)	...	...	...	2,400
Ditto (net)	...	...	...	1,300

(2) The establishment of a training college at Naini Tal for 40 male students, in connection with the Diocesan schools at that station,—

				Rs.
Estimated cost of buildings	...	...	...	70,000
Monthly cost (gross)	...	...	...	2,400

But this expenditure will be reduced (*a*) by the amount raised by public contributions towards the building, which it is hoped will amount to not less than Rs. 15,000; (*b*) by a contribution from the Diocesan Schools of Rs. 400 per mensem:—the salary of the normal master,—and by whatever monthly grants may be obtained from Diocesan funds, or other sources, so that the Government share of the monthly cost may not, as proposed, exceed* 75 per cent. of the whole.

* My attention has been drawn to the incorrect wording of ¶ 4, clauses (*c*) and (*d*) on page 70 of preliminary report, which may be taken to mean that the grant of Rs. 1,000, referred to in clause (*c*), is an addition to the grant mentioned in clause (*b*); this is not meant. The intention was to adopt the conditions of the English Code with respect to training colleges, altering only the amounts of the grants, viz., Rs. 600 instead of £50 in clause (*b*), and Rs. 1,200 instead of £100 in clause (*d*).

(3) That aided day schools should be established in the following stations :—

Bengal.

Monghyr,	Primary.	Dacca,	Middle.
Serampore,	,,	Cuttack,	,,

North-Western Provinces and Oudh.

Gorukhpore,	Primary.	Saharanpur,	Primary.
Bareli,	,,	Meerut,	Middle.
Moradabad,	,,	Lucknow,	,,

Punjab.

Delhi,	Primary.	Fiedi,	Primary.

(4) That in the other stations, having a total of more than 20 children of school-going years, no school should be aided, except in stations which can collect a daily average attendance of at least 12; and that, if no school exists, the Magistrate should be directed to enquire whether such a daily attendance can be collected, with a view to the establishment of a school if this be found to be the case.

(5) That in stations, where the required school cannot be established, or maintained, by voluntary effort, an educational rate should be levied for, and applied to the local school expenditure, as detailed in pages 26 and 27 of preliminary report.

(6) That before making a grant-in-aid for additional boarding accommodation, for other than orphan and indigent children, in either hill or plain schools, the unused accommodation in existing boarding schools should, as far as possible, be filled up.

(7) That, when additional boarding accommodation is provided, such by preference should be allotted to hill-schools, unless special reasons can be adduced for the enlargement of plain-schools.

(8) That, as the northern part of the Punjab appears to be most in need of a hill-boarding school, and as the Murree Lawrence Asylum is capable of enlargement, and is most economically and carefully administered in every respect, this school should be first selected for enlargement, and a wing added to it for the accommodation of Anglo-Indian and Eurasian children of non-military parents resident especially in the northern and western districts of the province.*

(9) That the administration of schools should be carried on, as at present, by local boards or committees generally constituted according to the character of the school and station, as described in page 48 of preliminary report, or by representatives of religious societies; but that these committees and representatives should be placed more directly under the supervision and control of Government, exercised through the Inspector of Schools, and discharge their duties in accordance with regulations laid down by the Government.

(10) That some measure of compulsory education should be introduced.

(11) That in the allotment of the educational grants-in-aid a common system of payment by results should be gradually introduced, applicable to all schools in the manner proposed in the preliminary report, and that the scale of grants should be increased, as found by experience necessary for the improvement of schools.

(12) That a senior officer of the Educational Department should be temporarily appointed as Superintendent of European Schools, as long as the special charge is necessary, in order to carry out the above measures, and to provide that any change of system should not be abruptly and injuriously carried out. That he should be himself the Inspector of all classes above

* Although Pachmarhi was suggested in the preliminary report as a most suitable site for a boarding school for the Central Provinces, yet, after visiting the principal stations in these provinces, I do not think that it would be advisable at present to start such a school there, as the number of children, who would be most benefited by a hill climate, is not so large as in other provinces, and a considerable number of the parents seem as yet to prefer the schools at Nagpur, Kamthi and Jubbulpore to a school in a new and yet untried station. I should therefore recommend delay until there is a more positive demand than now seems to exist.

the middle course, and should be aided by two assistants, selected from Sub-Inspectors of English Elementary Schools, who would inspect the primary and middle schools and classes.

In conclusion, I have to state that I have collected more detailed accounts of the present condition and requirements of the several schools examined by me, which I have refrained from including in this report, but which may be found of use when each school is dealt with particularly, and will be at the service of the Government whenever called for. The information now being collected from the various departments of the Government service will, it is hoped, be soon available and render it possible to arrive at a more precise estimate of the number of European boys for whom industrial training and employment are required. Such, when received, will be forwarded to the Government of India.

I have the honour to be,

SIR,

Your most obedient Servant,

J. BALY,

Secretary to Committee of Enquiry on European Education.

(A.)

RETURN OF CHILDREN

OF

SCHOOL-GOING YEARS

IN THE

PRESIDENCY OF BENGAL.

1880.

Name of Station.	Boys.		Total.			Grass.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Midnapore	8	...	8	20	12	11	1
Howrah	84	23	107	188	81	71	10
Rampore Bauleah	6	1	7	8	1	...	1
Natterre	...	1	1	1	...	...	...
Baikergunge (Silpur)	1	1	2	5	3	3	...
Hitto (Barisal)	5	1	6	10	4	2	2
Darbhunga	5	2	7	14	7	5	2
Jessore	9	2	11	21	10	8	2
Sambalpur	...	...	...	...	...	...	...
Bancoorah	...	...	...	...	...	...	...
Singbhum	...	...	...	...	...	...	...
Rungpore	12	4	16	31	15	13	2
Bogra	2	...	2	3	1	1	...
Malda	5	2	6	11	5	4	1
Somastipore	11	3	14	25	11	10	1
Puri	3	...	3	5	2	2	...
Manbhum	...	...	...	4	4	4	...
Chittagong Hill Tracts	2	1	3	7	4	...	4
Dinagepore	2	1	3	6	3	2	1
Patna	6	...	6	8	2	2	...
Hazaribagh	5	3	8	13	5	4	1
Serampore	11	8	19	34	15	11	4
Champaran District	3	...	3	5	2	2	...
Mymensing	...	...	...	...	...	...	...
Cooch Behar	2	3	5	14	9	7	2
Comilla	10	...	10	26	16	15	1
Sealdah (E. B. R.)	19	3	22	45	23	22	1
Chirpore ,, ...	11	1	12	16	4	4	...
Armenian Ghat ,, ...	1	1	2	3	1	...	1
Kanchrapara ,, ...	2	1	3	5	2	2	...
Bagoola ,, ...	1	...	1	1	...	...	...
Pendalia ,, ...	3	...	3	3	1	1	...
Damukdea ,, ...	...	...	...	2	2	2	...

GAL.

At School.		Not at School.		Total not at School.	European aided or middle Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
2	3	6	9	15	*Nil*	
52	55	25	26	51	3	E. I. R. return only. Magistrate sends approximate return of 41 children not E. I. R., omitting children not at school.
2	...	5	1	6	*Nil*	
...	...	1	...	1	,,	
...	...	2	3	5	,,	
5	3	1	1	2	,,	
2	...	5	7	12	,,	
6	1	5	9	14	,,	
...	...	...	...	...	,,	
...	...	...	...	...	,,	
...	...	...	...	...	,,	
8	7	8	8	16	,,	
...	...	2	1	3	,,	
5	4	1	1	2	,,	
3	3	11	8	19	,,	
3	...	...	2	2	,,	
...	...	...	4	4	,,	
3	1	...	3	3	,,	
2	2	1	1	2	,,	
...	...	6	2	8	,,	
3	1	5	4	9	,,	
13	6	7	9	16	,,	Small private school.
1	1	2	1	3	,,	
...	...	...	...	...	,,	
4	8	1	1	2	,,	Darjeeling schools near.
3	3	7	14	21	,,	
19	19	3	4	7	Several	Children attend Calcutta schools.
7	1	5	3	8	*Nil*	
2	1	...	...	...	,,	
1	2	2	...	2	,,	
1	...	...	...	...	,,	
2	...	...	1	1	,,	
...	1	...	1	1	,,	

Name of Station.	Boys.		Total.			Girls.	
	6—14	14—16	Boys.	Boys and Girls.	Girls.	6—14	14—16
Pangsa (E. B. R.)	1	...	1	4	3	2	1
Gorain Bridge ,, ...	...	...	...	2	2	2	...
Goalundo, with Faridpore ...	20	2	22	38	16	14	2
Sara Station (N. B. S. R.) ...	10	...	10	20	10	10	...
Panchabibi ,, ...	1	...	1	1	...	...	...
Badurgunge	1	...	1	1	...	...	...
Saidpur	10	1	11	22	11	9	2
Jalpaiguri	7	1	8	14	6	5	1
Siliguri	2	...	2	6	4	3	1
Bally (E. I. R.)	...	1	1	3	2	1	1
Surapeli ,, ...	...	...	...	1	1	1	...
Mogra ,, ...	1	...	1	2	1	1	...
Boinchee ,, ...	1	1	2	3	1	1	...
Kanee ,, ...	4	2	6	8	2	2	...
Bhulpore ,, ...	2	...	2	3	1	1	...
Rampore Haut ,, ...	1	...	1	11	10	6	4
Sahibgunge ,, ...	3	1	4	10	6	5	1
Jamalpore ,, ...	53	28	81	142	61	45	16
Assansole ,, ...	38	4	42	85	43	33	10
Barrakar ,, ...	3	...	3	4	1	1	...
Kharnatar ,, ...	1	...	1	1	...	...	...
Giridi ,, ...	4	...	4	7	3	3	...
Midilapore ,, ...	10	2	12	20	8	8	...
Nawadi ,, ...	7	...	7	16	9	6	3
Lookeserai ,, ...	1	1	2	3	1	1	...
Mokameh ,, ...	3	2	5	10	5	5	...
Khagaul ,, ...	30	7	37	59	22	21	1
Chinsurah ,, ...	11	5	16	28	12	6	6
Gya ,, ...	11	...	11	21	10	9	1
Santhal Perguanhs	6	1	7	12	5	5	...
Chittagong	11	...	11	15	4	4	...
Arrah ,, ...	12	3	15	28	13	12	1
Sasseram	3	1	4	15	11	7	4

GAL.—(*contd.*).

At Schools.		Not at School.		Total not at School.	European school or adjoining Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
...	2	1	1	2	*Nil*	
...	...	...	2	2	,,	
7	6	15	8	23	1	Recently established for children of the Eastern Bengal Railway.
5	2	7	8	15	*Nil*	
1	...	...	...	...	,,	
...	...	1	...	1	,,	
9	2	2	9	11	,,	
4	1	4	5	9	,,	
1	1	1	3	4	,,	
...	...	1	2	3	,,	
...	...	...	1	1	,,	
...	1	1	...	1	,,	
2	1	...	...	...	,,	
4	...	2	2	4	,,	
2	1	...	...	...	,,	
1	7	...	3	3	,,	
2	4	2	2	4	,,	
45	34	36	27	63	1	It is probable that the apprentices are included in "not at School."
24	32	18	11	29	2	One Roman Catholic; one Unsectarian, East Indian Railway.
3	1	...	...	...	*Nil*	
1	...	...	...	...	,,	
3	1	1	2	3	,,	
4	1	8	7	15	,,	
4	4	3	5	8	,,	
...	...	2	1	3	,,	
2	4	3	1	4	,,	
22	12	15	10	25	1	E. I. R. School.
7	8	9	4	13	1	An old school established by the Dutch Government, and receiving now the allowance then granted from the Government of Bengal: it is poorly conducted and attended.
5	4	6	6	12	,,	
4	1	3	4	7	,,	
...	...	11	4	15	,,	
9	2	6	11	17	,,	
1	3	3	8	11	,,	

BEN

Name of Station.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Buxar	36	1	37	68	31	28	3
Dacca	42	15	57	105	48	42	6
Noakhally	45	4	49	84	35	34	1
Purnaah, with District	37	17	44	80	36	29	7
Kissengunge	1	2	3	12	9	6	3
Burdwan	14	1	15	37	23	18	4
Ranigang	13	9	22	51	29	20	9
Berhampore (Murshidabad) ...	18	2	20	46	26	23	3
Monghyr	25	7	32	67	35	24	11
Bohardaga, District Ranchi ...	1	1	2	10	8	5	3
Patna and Dinapore	~~120~~	23	143	293	150	117	33
Birbhum	1	...	1	1	...	...	...
Balasore	8	5	13	16	3	3	...
Bhagulpore, with District... ...	25	13	38	73	35	24	11
Darjeeling	17	6	23	57	34	27	7
Hope Town	3	2	5	7	2	2	...
Kurseong	9	...	9	18	9	9	...
Mozufferpore	2	...	2	12	10	5	5
District of 24-Pergunnahs ...	141	19	160	321	161	144	17
Cuttack and District	66	20	86	165	79	63	16
Chupra with Sarun	...	...	...	...	...	...	...
Totals ...	1,109	272	1,381	2,672	1,291	1,060	231

AS

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Goalpara	2	1	3	6	3	2	1
Dhubri	2	1	3	9	6	6	...
Gauhati	4	1	5	17	12	12	...

GAL—(*concld.*).

At School.		Not at School.		Total not at School.	European aided or aidable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
37	28	...	4	3	1	This return is probably defective; there must be many more children not at school in the East Indian Railway and Civil Station.
30	23	27	25	52	1	Very inefficient school, and strictly a "private adventure," although receiving a Government grant.
9	...	40	35	75	*Nil*	Very poor East-Indian population (Eurasian); namely Natives, if not quite.
8	11	36	25	61	,,	
1	6	2	3	5	,,	
5	4	10	18	28	,,	
11	13	11	16	27	1	E. I. R.
8	13	12	14	26	*Nil*	
28	24	4	11	15	,,	Private school.
...	...	2	8	10	,,	
96	104	47	46	93	3	Roman Catholic Convent School and Orphanage, whose children are included; and Gubarbegh Opium Factory School: no European school at Dinapore.
...	...	1	...	1	*Nil*	
9	...	4	3	7	,,	A small school was kept by the Roman Catholic Priest; I do not know whether this still exists.
17	12	21	23	44	,,	
18	16	5	18	23	4	The children in the schools are excluded.
...	...	5	2	7	*Nil*	
6	7	1	2	3	1	Government Railway School.
...	...	2	10	12	*Nil*	
92	97	68	64	132		
31	32	55	47	102	3	Roman Catholic girls', Roman Catholic boys', with Native Christian Girls' School.
...	...	...	...	...	*Nil*	One private school for children of better class. The distribution under columns calculated from average. No return sent.
756	647	625	644	1,269	...	

SAM.

At School.		Not at School.		Total not at School.	European aided or aidable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
...	...	3	3	6	*Nil*	
1	2	2	4	6	,,	
...	...	5	12	17	,,	One private school.

AS

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Shillong	8	...	8	21	13	11	2
Tezpur (Darrang)	1	1	2	6	4	3	1
Nowgong	1	1	2	6	4	3	1
Silsagar	...	...	...	...	...	...	...
Sylhet	...	...	...	...	...	...	...
Cachar (Silchar)	...	...	...	...	...	...	...
Totals ...	18	5	23	65	42	37	5

NORTH-WESTERN

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Orai	5	4	9	18	9	6	3
Fyzabad	17	1	18	30	12	9	3
Lalitpore	2	...	2	2	...	...	...
Garwhal	...	...	...	...	...	...	...
Sitapur	3	1	4	10	6	4	2
Tarai (District Kumaon)	...	...	...	...	...	...	...
Khiri	1	...	1	8	7	7	...
Gonda	...	...	...	...	...	...	...
Bai Bareli	...	...	...	3	3	3	...
Sultanpur	7	...	7	13	6	3	3
Partabgarh	1	...	1	3	2	...	2
Jhansi	6	1	7	11	4	2	2
Basti	2	...	2	5	3	2	1
Gorakhpur and District	17	4	21	41	20	15	5
Ghazipur	10	5	15	27	12	11	1
Benares	60	14	74	132	58	52	6
Azamgarh	7	1	8	11	3	2	1
Jaunpore	11	1	12	23	11	10	1
Xirwi (Manakpur)	2	...	2	5	3	3	...

SAM—(*contd.*).

At School.		Not at School.		Total not at School.	European aided or aided Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
1	...	7	13	20	*Nil*	One private school for children of the better classes.
...	...	2	4	6	,,	
1	2	1	2	3	,,	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
3	4	20	36	58	...	

PROVINCES AND OUDE.

At School.		Not at School.		Total not at School.	European aided or aided Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
1	3	8	6	14	*Nil*	One private school, poorly conducted.
12	...	6	12	18	,,	
...	...	2	...	2	,,	
...	...	...	...	...	,,	
2	...	2	6	8	,,	
...	...	...	...	...	,,	
1	2	...	5	5	,,	
...	...	...	...	...	,,	
...	...	...	3	3	,,	
2	3	5	3	8	,,	
1	3	...	...	...	,,	
3	2	5	2	7	,,	
...	1	3	2	4	,,	
9	7	12	13	25	,,	
...	...	15	12	27	,,	
40	29	34	29	63	,,	A very poorly conducted school.
3	3	5	...	5	*Nil*	
2	5	10	6	16	,,	
...	1	2	2	4	,,	

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Futtehpore	4	1	5	19	14	9	5
Cawnpore	52	20	72	137	65	55	10
Shahjehanpore	17	...	17	31	14	14	...
Bareli	19	5	24	48	24	19	5
Budaun	1	...	1	2	1	1	...
Moradabad	18	5	23	46	23	19	4
Hamirpur	...	...	...	...	...	...	...
Bijnour	...	...	...	...	...	...	...
Etah	2	...	2	2	...	...	...
Naini (E. I. R.)	2	...	2	2	...	...	...
Etawah	1	2	3	10	7	6	1
Mainuri	2	...	2	5	3	3	...
Barabanki	...	...	...	...	...	...	...
Unao	1	1	2	6	4	4	...
Agra	202	45	247	478	231	194	37
Muttra	10	2	12	17	5	5	...
Lalandshahr	3	...	3	4	1	1	...
Saharanpur	26	3	29	63	34	26	8
Roorki	11	10	21	34	13	8	5
Mogul Serai (E. I. R.) ...	10	...	10	24	14	13	1
Tundla	31	4	35	63	28	25	3
Mainpuri	4	2	6	12	6	2	4
Mirzapore and District	15	5	20	54	34	26	8
Aligarh	23	2	25	41	16	15	1
Ghaziabad	16	4	20	29	9	9	...
Chandausi (O. & R. R.)	4	...	4	9	5	4	1
Gunnigunge	4	...	4	9	5	4	1
Shahgunge	2	...	2	5	3	3	...
Saharigunge	1	...	1	3	2	2	...
Kakrala	1	...	1	5	4	4	...
Kamerki	1	1	2	3	1	1	...
Byramghat (O. & R. R.) ...	...	...	...	1	1	...	1
Landour and Mussoori	50	14	64	128	64	53	11

PROVINCES AND OUDE—(*contd.*).

At School.		Not at School.		Total not at School.	European school or middle schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
1	7	4	7	11	*Nil*	
40	35	32	30	62	3	Railway School; Ordnance School; Memorial School, Bareilly.
10	3	7	11	18	*Nil*	
13	12	11	12	23	,,	
1	1	...	...	...	,,	
9	3	14	20	34	,,	
...	...	...	...	...	,,	
...	...	...	...	...	,,	
...	...	2	...	2	,,	
...	...	2	...	2	...	
1	1	2	6	8	*Nil*	
...	...	2	3	5	,,	
...	...	...	...	...	,,	
2	3	...	1	1	,,	
92	65	155	106	321	5	Agra High School, (B). St. Peter's College and Orphanage, (B). Canning school, (G). Jesus and Mary Convent School and Orphanage, (G). Small Bazar School.
4	1	8	4	12	*Nil*	
...	...	3	1	4	,,	
18	24	11	10	21	,,	One private school, very irregularly attended. No Railway school.
10	6	5	7	12	,,	Missionl schools near.
9	8	1	6	7	,,	East Indian Railway school, poorly conducted.
25	22	7	6	13	1	East Indian Railway school.
3	2	3	4	7	*Nil*	
7	24	13	10	23	,,	
24	13	1	5	6	1	East Indian Railway school.
19	8	1	1	2	1	Railway school, East Indian Railway, and Sind Punjab and Delhi.
1	...	3	5	8	*Nil*	
2	2	2	3	5	,,	
...	...	2	3	5	,,	
...	1	1	1	2	,,	
1	...	...	4	4	,,	
...	1	2	...	2	,,	
...	1	...	...	...	,,	
47	31	17	33	50	5	With several fair private schools at Mussoori during hot weather, and at Dehra during cold.

NORTH-WESTERN

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Dehra and Rajpur	15	5	20	43	23	20	3
Meerut	81	12	93	187	94	84	10
Hurdui	...	...	...	...	...	...	...
Muzaffarnagar	2	...	2	2	...	...	...
Lucknow	141	54	195	357	162	120	42
Baraich	...	...	...	...	...	...	...
Futtehgarh	10	5	15	36	23	21	2
Banda	2	1	3	5	2	1	1
Naini Tal, Ranikhet, Almora ...	21	5	26	63	37	31	6
Bandikui (Raj. State Ry.) ...	11	3	14	30	16	16	...
Phalera ,, ...	2	...	2	7	5	5	...
Nasirabad ,, ...	3	...	3	3	...	...	...
Sanganer ,, ...	2	...	2	2	...	...	...
Kishengarh ,, ...	1	1	2	4	2	2	...
Jeypore ,, ...	8	3	11	27	16	13	3
Ajmir ,, ...	...	...	...	...	...	...	...
Allahabad ,, ...	279	82	361	728	367	294	73
Dholepore (Scindia State Ry.) ...	1	...	1	3	2	2	...
Total ...	1,263	327	1,590	3,129	1,539	1,263	276

PUN

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Kangra	9	4	13	40	27	11	16
Peshawar	12	2	14	17	3	3	...
Abbottabad	...	1	1	7	6	3	3
Attvilzar	20	4	24	55	31	26	5
Ambala	22	1	23	39	16	14	2
Pindi	42	7	49	91	42	37	5
Dalhousie and Gurdaspur	23	4	27	48	21	17	4

PROVINCES AND OUDE—(*concld.*).

At School.		Not at School.		Total not at School.	European aided or additable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
1	1	19	22	41	1	Only during cold season from Mussoorie.
45	39	45	55	103	*Nil*	This return probably includes the children of the higher class of civilians.
...	...	...	...	...	,,	
1	...	1	...	1	,,	
127	103	68	59	127	4	
...	...	...	...	...	*Nil*	
6	9	7	14	21	1	A school for children of subordinate officers in Ordnance Department.
2	2	1	...	1	*Nil*	
18	20	8	17	25	3	Diocesan schools (2) boys', and girls'; Roman Catholic Convent School, and one or two private schools.
4	2	10	14	24	1	School was opened in January last.
...	5	2	...	2	*Nil*	
...	...	3	...	3	,,	
2	...	...	...	...	,,	
2	...	...	2	2	,,	
7	11	4	5	9	,,	
...	...	...	...	...	1	Only recently established on its present scale.
259	236	122	141	263	5	Allahabad High Schools; (2) boys' and girls' free school mixed; East Indian Railway school. Pannaulow Roman Catholic convent; girls' convent day schools (2).
1	1	...	1	1	*Nil*	This return is of children from 5 to 10; probably includes better classes.
678	749	712	790	1,502	...	

JAB.

At School.		Not at School.		Total not at School.	European aided or additable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
...	...	13	27	40	*Nil*	
5	1	9	2	11	,,	
1	3	...	3	3	,,	
6	9	18	22	40	1	Very poorly conducted.
16	3	13	13	29	*Nil*	Private school only.
7	6	42	30	78	,,	One private school. Chaplain writes: "To the best of my belief only 10 of these attend what can be called a school."
10	4	8	17	25	,,	

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Shahpur	1	1	2	2	...	...	...
Gujrat	3	...	3	5	2	2	...
Murree	29	...	29	66	37	34	3
Lahore	107	31	138	226	88	71	17
Delhi	21	3	24	60	42	34	8
Ferozepore	2	...	2	6	4	4	...
Bannu	1	...	1	3	2	2	...
Dera Ghazi Khan	1	...	1	1	...	...	...
Dera Ismail Khan	4	1	5	7	2	1	1
Muzaffargarh	2	1	3	8	5	5	...
Multan	17	7	24	42	18	15	3
Adamwahan	...	...	...	...	...	...	...
Montgomery	3	...	3	4	1	1	...
Mian Mir (S. P. & D. R.) ...	4	...	4	4	...	...	...
Beas „ ...	2	...	2	5	3	3	...
Jalandhar „ ...	11	8	19	29	10	6	4
Phillour „ ...	2	1	3	5	2	2	...
Ludhiana	7	3	10	22	12	6	6
Kotri (S. P. & D. R.)	5	...	5	13	8	8	...
Khanna „	1	...	1	2	1	1	...
Khattauli	1	...	1	1	...	...	...
Jhelum	14	...	14	27	13	13	...
Gujranwala	10	3	13	27	14	13	1
Wazirabad	...	...	...	5	5	5	...
Sialkot	9	...	9	16	7	7	...
Gurgaon	2	...	2	4	2	2	...
Karnal	...	...	...	2	2	2	...
Hoshiarpur	5	3	8	12	4	4	...
Simla	76	24	100	214	114	90	24
Kohat	5	1	6	6	...	...	...
Sirsa	3	...	3	5	2	...	2
Rohtak	2	4	6	6	...	...	...
Hissar	8	4	12	16	4	4	...

JAB—(*contd.*).

At School.		Not at School.		Total not at School.	European aided or aidable Schools.		Remarks.
Boys.	Girls.	Boys.	Girls.				
1	...	1	...	1	*Nil*		
...	2	3	...	3	,,		
19	28	10	9	19		1	One school recently opened by Chaplain.
38	47	40	41	81		6	High schools, boys' and girls' free schools (2). Boys' and girls' Railway school. One Roman Catholic girls' school was opened this year.
13	29	10	13	23		1	Very poorly conducted; mixed with Native children; kept by S. P. G. Mission.
1	2	1	2	3	*Nil*		
1	...	...	2	2	,,		
...	...	1	...	1	,,		
2	1	3	1	4	,,		
2	2	1	3	4	,,		
16	9	8	9	17		1	
...	...	...	...	...	*Nil*		
...	...	3	1	4	,,		
...	...	4	...	4	,,		
1	2	1	1	2	,,		
12	7	7	3	10	,,		
2	2	1	...	1	,,		
4	2	6	10	16	,,		
3	5	2	3	5	,,		
1	1	...	...	...	,,		
1	...	...	...	...	,,		
6	4	8	9	17	,,		
9	7	4	7	11		1	Poorly conducted school.
...	...	...	5	5	*Nil*		
2	7	7	...	7		1	One very fair convent school receiving no aid from Government.
...	1	2	1	3			
...	...	...	1	1			
7	...	1	4	5	*Nil*		
80	71	20	43	63		7	Five Protestant, one of which was opened this year; two Roman Catholic.
4	...	2	...	2	...		
2	...	1	...	1	*Nil*		
...	...	6	...	6	,,		
4	1	8	3	11	,,		

PUN

Name of Station or District.	Boys.		Total.			Girls.	
	6—13	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Jhang	...	...	...	...	...	...	...
Pind Dadan Khan	...	...	...	...	...	...	...
Totals ...	486	118	604	1,154	550	446	104

CENTRAL

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Raipur	3	1	4	9	5	2	3
Manilla	1	...	1	1	...	...	...
Dumoh	...	...	...	...	...	...	...
Betul	...	...	...	...	...	...	...
Bilaspur	5	1	6	11	5	3	2
Chindwara	13	4	17	23	6	6	...
Balaghat	2	1	3	6	3	2	1
Bhandara	10	1	11	20	9	8	1
Seoni	2	...	2	5	3	2	1
Narsinghpur	5	...	5	12	7	6	1
Sagar	6	...	6	16	10	6	4
Wardha	2	...	2	4	2	...	2
Warora	4	1	5	8	3	5	...
Jubbulpore	76	11	87	196	109	95	14
Satna	5	1	6	9	3	3	...
Katni	...	1	1	1	...	...	...
Sleemanabad	...	1	1	2	1	...	1
Sohagpur	3	1	4	8	4	4	...
Harda	8	2	10	23	13	11	2
Hoshangabad	2	...	2	4	2	1	1
Ghadawara (G. I. P. R.)	...	...	...	1	1	1	...
Ber'sampur ,, ...	1	...	1	1	...	...	...
Bhoosawal ,, ...	31	1	32	60	28	25	3

JAB—(*contd.*).

At School.		Not at School.		Total not at School.	European school or mid. able Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
...	...	...	...	...	...	No returns sent, since sent. *Nil.*
...	...	...	...	...	...	No returns sent.
340	259	264	291	555	...	

PROVINCES.

At School.		Not at School.		Total not at School.	European school or mid. able Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
3	1	1	4	5	*Nil*	
...	...	1	...	1	,,	
...	...	...	...	...	,,	
...	...	...	...	...	,,	
0	3	...	2	2	,,	
10	1	7	5	12	,,	
1	...	2	3	5	,,	
2	...	9	9	18	,,	
...	...	2	3	5	,,	
...	2	5	5	10	,,	
5	4	1	6	7	,,	
1	2	1	...	1	,,	
2	1	3	2	5	,,	
71	91	16	18	34	4	Two Protestant, one Roman Catholic, with a small private school.
1	2	5	1	6	*Nil*	
1	...	...	...	...	,,	
1	1	...	...	...	,,	
...	...	4	4	8	,,	
2	2	9	11	19	,,	
...	...	2	2	4	,,	
...	1	...	...	...	,,	
1	...	...	...	...	,,	
10	6	22	22	44	,,	One Roman Catholic school, Natives mixed.

CENTRAL

Name of Station or District.	Boys.		Total.			Girls.	
	6—13	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Nargaon (G. I. P. R.)	2	...	2	4	2	2	...
Kurram	2	...	2	2	...	...	...
Nagpur	87	28	115	179	64	48	16
Kamthi	40	14	60	155	93	68	27
Pachmarhi	...	...	...	1	1	1	...
Chanda	10	4	14	34	10	8	2
Bankheri	...	...	...	1	1	1	...
Khandwa	13	...	13	31	18	17	1
Seoni (G. I. P. R.)	1	...	1	1	...	...	...
Totals ...	340	73	413	818	405	323	82

BER

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Amraoti Civil Station	12	2	14	26	12	9	3
Ditto Native Town	1	...	1	3	2	2	...
Badnaira	4	...	4	9	5	5	...
Akola	6	...	6	12	6	6	...
Shegaum	...	1	1	4	3	2	1
Khamgaum	5	...	5	8	3	2	1
Ellichpur	5	3	8	20	12	10	2
Buldana	12	1	13	22	9	6	3
Wun	8	3	11	25	14	8	6
Basim	7	2	9	14	5	5	...
Totals ...	60	12	72	143	71	55	16

PROVINCES—(*contd.*).

At School.		Not at School.		Total not at School.	European aided or aidable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
2	2	...	...	...	*Nil*	
1	...	1	...	1	,,	
108	89	7	35	42	4	Two Protestant, two Roman Catholic.
46	79	14	16	30	2	One Roman Catholic, one Protestant.
...	...	...	1	1	*Nil*	
9	6	5	4	9	,,	
...	...	...	1	1	,,	
9	14	4	4	8	1	One school, chiefly supported by Bishop of Calcutta.
...	...	1	...	1	*Nil*	
222	247	121	158	279	...	

ARS.

At School.		Not at School.		Total not at School.	European aided or aidable Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
6	6	6	6	12	1	Supported by contributions from parents.
1	2	...	...	...	*Nil*	
...	...	4	5	9	,,	
2	...	4	6	10	1	Only occasionally maintained when there is a sufficient number of children.
1	...	...	3	3	*Nil*	
3	1	2	2	4	,,	
6	11	2	1	3	1	
1	...	12	9	21	*Nil*	
5	...	6	14	20	,,	One small private school of about 8 children at Yezoud kept by a resident not for profit.
4	2	5	3	8	,,	
31	22	41	49	90		

CENTRAL

Name of Station or District.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Mhow	10	1	11	18	7	6	1
Indore	9	4	13	28	15	13	3
Nowgong	2	...	2	4	2	1	1
Morar	6	2	8	14	6	5	1
Ruttam	5	1	6	10	4	3	1
Neemuch	6	...	6	7	1	1	...
Mandesur	1	...	1	2	1	1	...
Beora	...	...	...	2	2	2	...
Jaora	1	...	1	1	...	...	...
Sehore	...	...	...	...	...	...	...
Totals ...	40	8	49	86	38	31	7

SUMMARY OF THE ABOVE

Name of Province.	Boys.		Total.			Girls.	
	6—14	14—18	Boys.	Boys and Girls.	Girls.	6—14	14—18
Bengal	1,169	272	1,381	2,672	1,291	1,060	231
Assam	18	5	23	65	42	37	5
North-Western Provinces and Oude ...	1,265	327	1,590	3,129	1,539	1,263	276
Punjab	456	118	604	1,154	550	446	104
Central Provinces	340	73	413	819	406	323	83
Berars	60	12	72	145	71	55	16
Central India	40	8	48	86	38	31	7
Totals ...	3,316	815	4,131	8,067	3,936	3,215	721
Adding, in order to account for probable omissions, 500 to the total column, and proportionately dividing this over the other columns, these totals are obtained	206	49	255	500	245	201	44
	3,522	864	4,386	8,567	4,181	3,416	765

INDIA.

At School.		Not at School.		Total not at School.	European aided or additional Schools.	Remarks.
Boys.	Girls.	Boys.	Girls.			
10	5	1	2	3	1	Recently established by a resident of Mhow, but not kept for profit.
8	5	5	10	15	*Nil*	
2	2	...	...	...	,,	
2	1	6	5	11	,,	
...	3	6	1	7	,,	
1	...	5	1	6	,,	
...	...	1	1	2	,,	
...	...	...	2	2	,,	
1	...	...	...	...	,,	
...	...	...	...	...	,,	
24	**16**	**24**	**22**	**46**		

TABULAR STATEMENT.

At School.		Not at School.		Total not at School.	Remarks.
Boys.	Girls.	Boys.	Girls.		
750	647	625	644	1,269	
3	4	20	38	58	
878	749	712	790	1,502	
340	259	264	291	555	
292	247	121	158	279	
31	22	41	49	90	
24	16	24	22	46	
2,324	**1,944**	**1,807**	**1,992**	**3,799**	
143	119	112	126	238	
2,467	**2,063**	**1,919**	**2,118**	**4,037**	

J. BALY,,
Secy. to Committee of Enquiry
on European Education.

(B.)

A RETURN

OF

EUROPEAN SCHOOLS

IN THE

PRESIDENCY OF BENGAL

SHOWING

THEIR CLASS, DENOMINATION, NUMBER OF SCHOLARS, THE AMOUNT OF STATE AID RECEIVED, THE CHARGES, TOTALS OF RECEIPTS AND EXPENDITURE, WITH ACTUAL COST OF THE EDUCATION GIVEN.

Name of Station.	Name of School.	Grade of highest class.	Day or boarding school or both.	Boys, girls, or mixed.	Staff and mode of tuition.	Denomination.	Middle for boys under 12 years of age.	Number of day scholars on rolls on 31st December 1870.	Number of boarders on rolls on 31st December 1870.	Total daily average attendance.	What extra accommodation wanted for pecuniary grant.	Total amount of fees realized per annum.
												Rs. A. P.
Agra ...	High Schools ...	Middle	Day ...	Boys and girls se parate.	1 Master. 1 Mistress.	Church of England.	Yes	35 R 15 G	... ...	...	None at present.	155 0 0
„ ...	Canning School ...	Do.	Boarding and day.	Girls ...	4 Mistresses	Do.	No	6	28	34	Do.	315 0 0
„ ...	St. Peter's College ...	High	Do.	Boys ...	...	Roman Catholic.	Yes	21	32	...	None	250 0 0
„ ...	St. Paul's Orphanage	Middle	Boarding	Do. ...	...	Do.	„	...	82	...	Probably	200 0 0
„ ...	Agra Convent Boarding School.	Do.	Boarding and day.	Girls ...	Ladies of convent.	Do.	No	10	30	...	None	None
„ ...	St. Patrick's Orphanage.	Primary	Boarding	Do. ...	Do.	Do.	„	...	133	...	Probably	100 0 0
Allahabad ...	High School ...	High	Boarding and day.	Boys ...	5 Masters	Church of England.	Yes	109	39	...	Extra for boarders wanted.	300 0 0
„ ...	Ditto ...	Middle	Do.	Girls ...	6 Mistresses	Do.	No	98	25	108	Probably	270 0 0
„ ...	Free School ...	Primary	Day ...	Separate boys and girls.	6 Masters & Mistresses.	Do.	Yes	107	...	90	Yes for 300.	115 0 0
„ ...	E. I. R. School ...	Do.	Do.	Mixed ...	4 Mistresses	Undenomi. national.	No	30	...	26	No	30 0 0
„ ...	Convent Day School	Do.	Do.	Girls with small boys	Ladies of convent.	Roman Catholic.	„	157	...	90	Yes	None
„ ...	Convent Boarding School.	Middle	Boarding	Girls ...	Do.	Do.	„	...	30	...	No	150 0 0
Mussoorie ...	Mussoorie School ...	High	Boarding and day.	Boys ...	6 Masters	Church of England.	Yes	9	79	88	None at present.	None
„ ...	Calonville House ...	Middle	Boarding	Girls ...	5 Mistresses, & 2 pupil teachers.	Do.	No	...	40	40	None	„
„ ...	St. George's College ...	High	Boarding and day.	Boys ...	{ Principal and 8 masters. }	Roman Catholic.	Yes	{ 2 ...	78 108	80 108	None at present.	220 0 0
„ ...	St. Fidelis' Orphanage	Middle	Boarding	Do. ...							Do.	220 0 0
Landour ...	Woodstock House ...	Do.	Boarding and day.	Girls ...	6 Mistresses	Non-Conformist.	No	14	73	87	Do.	150 0 0
Lucknow ...	Martiniere ...	High	Do.	Boys ...	10 Masters	Church of England.	Yes	30	185	...	Do.	None
„ ...	Do. ...	Middle	Do.	Girls ...	3 Mistresses	Do.	No	3	20	...	None	200 0 0
„ ...	Loretto House School	Do.	Do.	Boys and girls.	Ladies of convent.	Roman Catholic.	„	12 R 10 G	24	...	Do.	„ ...
„ ...	Cawnpore School ...	Primary	Day ...	Boys ...	5 Masters	Non-Conformist.	Not as now con stituted.	23	3	...	Present very poor.	

Lowest fee paid per boarder per annum.	Highest fee paid per boarder per annum.	Average fees deducted and net fee paid per scholar.	Total monthly receipts.	Total monthly expenditure.	Total cost per head per annum.	Total cost for boarding per annum.	Remarks.
Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
2 11 2	From Rs. 6 to Rs. 2	3 3 6	328 8 0	283 0 0	3 10 6	*Nil.*	The results of this school can not equal its fee rate.
6 4 7	Boarders, Rs. 16; above 12 years, Rs. 20. Day scholars, Rs. 6.	Boarders, Rs. 14; day Rs. 4-13-4.	861 0 0	824 9 6	11 8 5	22 0 6	The number of pupils decreased, owing to the age of 16 to 18 years. The number of this year is greater than the numbers now on the rolls.
4 11 5	Boarders, Rs. 15 and 10; day scholars, Rs. 4 and 2.	Boarders, Rs. 11-14; day, not stated.	700 0 0	750 0 0	13 0 1	21 4 1	These two institutions are under the same direction. The teaching staff is, I understand, to be reduced. Only 2 scholars are now on the roll. The total number of 4 scholars when they left the school. Numbers in the end against the subjects is to count all the tests, and the subjects is made good by the Mistress.
3 0 0	Sliding scale; more than half free.	4 3 0	500 0 0	700 0 0	...	8 7 0	
...	Sliding scale; from Rs. 22 to Rs. 10; some free.	Boarders, Rs. 14-2; day Rs. 7-8-6.	536 0 0	700 0 0	3 4 2	21 9 6	The same remarks apply to these two schools. The explanations made on days and girls require additional note on our Press on a good footing as to economic arrangements.
1 2 0	Sliding scale: 70 free	2 15 0	550 0 0	550 0 0	...	4 2 0	Note.—The subdivisions of teaching staff is here the result against boarders; this explanation (natural) does not seem.
3 14 6	Boarders, Rs. 23 and 20; day scholars, Rs. 9 and 6.	.....	1,173 6 0	1,079 14 5	8 1 8	24 0 1	Very well administered school.
3 10 3	Boarders, Rs. 20 and 16; day scholars, Rs. 5 to 4.	.....	1,378 2 0	1,057 0 0	6 8 0	16 10 1	Very good school. The profits are for the management of school accommodation, and Rs. 4,000.
1 1 2	*Nil*	*Nil*	265 7 6	271 0 5	2 8 6	...	Well managed school, and suitable for the class of children attending it.
0 13 4	Rs. 2-8 and 2-4 ...	1 13 2	195 1 6	119 12 8	2 5 3	...	Well managed school, but inefficient staff is mentioned by head.
None	Rs. 5-4, and *nil*: 40 free.	.....	227 2 1	310 13 0	2 0 0	...	Additional and better buildings required, especially for the five scholars who are taught at present in the Mistress's dwelling, formerly a godown. Another excellent report.
5 0 0	Boarders, Rs. 20; extra, Rs. 10; medical, Rs. 1.	20 0 0	750 0 0	820 0 0	4 10 0	29 0 0	The grant of Rs. 100 to 12 months for those two institutions to be handed to middle vernacular teaching school; both are conducted by the same teacher.
Nil	Boarders, Rs. 550 and 450 per annum; day scholars, Rs. 10 per annum.	Boarders, Rs. 41-10-8; day scholars, Rs. 10.	3,869 0 0	3,374 0 0	29 12 0	29 0 0	This school has an endowment of Rs. 3,000 per annum. The teaching and discipline seem good.
"	Rs. 35 per mensem *plus* Rs. 50 per annum.	39 2 8	2,723 10 9	2,681 5 4	...	...	Very well conducted school; for years not mentioned the number of boarder scholars has recently decreased.
3 2 0	Boarders, Rs. 25; day scholars, Rs. 10.	2 3 8	920 0 0	1,350 0 0	...	20 0 0	No charge is included for tuition, except the subdivisions allowance of clergy.
2 8 0	From Rs. 10 to *nil*: 10 free.	2 3 5	832 12 0	1,000 2 2	...	10 2 4	No charge is included for tuition, except that two teachers are retained.
1 6 8	Boarders, Rs. 32-4; day scholars, Rs. 10.	Rs. 45 including extras; Rs. 9 day scholars.	3,000 0 0	2,095 0 0	10 10 1	26 10 1	I think that fees must be in error in the receipts.
Nil	104 free: 81 pay Rs. 432 for board; day scholars, Rs. 188 per annum.	.....	7,305 0 0	7,165 0 0	8 2 2	11 14 6	Endowed as Elder General Martin's will.
5 11 5	Boarders, Rs. 24 and 16; day scholars, Rs. 4.	Boarders, Rs. 5-2; day scholars, Rs. 1-7-4.	791 0 0	780 0 0	10 5 6	24 5 6	Rs. 400 received from Municipality endowment; Rs. 10 from village boys' institutions. Many children are received free. per boarder per annum.
...	.....	.....	...	...	...	...	No other returns have been received from this school, as it ceases to exist from Government. I visited it and examined some of the classes. It should be a very useful school for the benefit of the middle and lower classes of the town, on whose patronage there is a very fair prospect.
...	Boarders, Rs. 4; day scholars, Rs. 1 and 8 annas.	...	...	...	...	5 0 0	This school is school, Native and Europeans. The European boarders are 8 in number.

Name of Station.	Name of School.	Grade of highest class.	Day or boarding school or both.	Boys, girls, or mixed.	Staff and art of teaching.	Denomination.	Sessions for boys above 12 years of age.	Number of boys above 12 years of age.	Total daily average attendance.	When extra accommodation needed for probable excess.	Total grant-in-aid. Does minimum grant suffice.
											Rs. A. P.
Cawnpore ...	Memorial School ...	Middle	Boarding and day.	Boys and girls separate.	6 Masters & 7 Mistresses	American Methodist.	Yes	32 Rs. 9 G.	16 Rs. 50 G.	More may be needed.	300 0 0
,, ...	Ordnance School ...	Primary	Day ...	Mixed ...	1 Mistress	Church of England.	No	24 ...	18	None	40 0 0
,, ...	E. I. R. School ...	Do.	Do. ...	Do. ...	2 Mistresses	Undenominational.	,,	30 ...	30	Do.	30 0 0
Naini Tal ...	Diocesan School ...	Middle	Boarding and day.	Boys ...	5 Masters	Church of England.	Yes	4	98	Do.	484 0 0
,, ...	Do. ...	Do.	Do.	Girls ...	3 Mistresses	Do.	No	2	57	None at present.	235 0 0
,, ...	Convent School ...	Do.	Do.	Do. ...	Ladies of convent.	Roman Catholic.	,,	...	...	...	...
Tundla ...	E. I. R. School ...	Primary	Day ...	Mixed ...	2 Mistresses	Undenominational.	,,	37	... 26	None	40 0 0
Ghaziabad ...	E. I. R. & S. P. & D. } School...	Do.	Do. ...	Do. ...	1 Master & 1 Mistress.	Do.	Not as now conducted.	20	... 14	Do.	30 0 0
Ajmir ...	Diocesan School ...	Do.	Boarding and day.	Boys and girls separate.	1 Master & 1 Mistress.	Church of England.	Yes	14	7 ...	Better accommodation required	100 0 0
Mahoorie ...	S. P. and D. School...	Do.	Boarding	Mixed ...	2 Mistresses	Undenominational.	No	...	12 Rs. 15 G.	None	...
Aligarh ...	E. I. R. (A. & H. S.) } School...	Do.	Day ...	Do. ...	1 Mistress	Do.	,,	20 ...	14	Do.	30 0 0
Benares ...	Benares Station School	Do.	Do. ...	Do. ...	1 Master & 1 Mistress.	Church of England.	,,	20 ...	11	Do.	21 4 4
Mogul Serai ...	E. I. R. School ...	Do.	Do. ...	Do. ...	1 Mistress...	Undenominational.	,,	13 ...	...	Do.	30 0 0
Chunar ...	Pensioners' School ...	Do.	Do. ...	Do. ...	1 Master, 1 Mistress & 2 Assistants.	Church of England.	Yes	55 ...	40	Do.	None
Gujranwala ...	Station School ...	Do.	Do. ...	Do. ...	1 Mistress and native assistant.	Undenominational.	No	16 ...	12	Do.	40 0 0
Multan ...	Do. ...	Do.	Do. ...	Do. ...	1 Mistress	Do.	,,	26 ...	23	Do.	40 0 0
Amritsar ...	Do. ...	Do.	Do. ...	Do. ...	Do.	Do.	,,	15 ...	11	Do.	None
Lahore ...	High School ...	Middle	Boarding and day.	Boys ...	3 Masters	Church of England.	Yes	26	19 ...	None at present	300 0 0
,, ...	Do. ...	Do.	Do.	Girls ...	1 Mistress	Do.	No	12	1 ...	Do.	45 0 0
,, ...	Free School ...	Primary	Do.	Boys and girls separate.	1 Master & 2 Mistresses.	Do.	,,	16 Rs. 8 G.	21 Rs. 20 G. ...	Extra for 200 needed.	100 0 0
,, ...	Railway School ...	Do.	Day ...	Mixed ...	2 Mistresses	Undenominational.	,,	19 ...	...	None	...
Simla ...	Bishop Cotton School	High	Boarding and day.	Boys ...	5 Masters	Church of England.	Yes	15	104 ...	None at present.	375 0 0
,, ...	Auckland House ...	Middle	Do.	Girls ...	4 Mistresses	Do.	No	16	32 ...	None	200 0 0
,, ...	Convent School ...	Do.	Boarding	Do. ...	Ladies of convent.	Roman Catholic.	,,	...	45 ...	Do.	100 0 0
,, ...	Convent Orphanage...	Primary	do.	Do. ...	Do.	Do.	,,	...	146 ...	Do.	...
,, ...	Mayo School ...	Do.	Do.	Do. ...	2 Mistresses	Church of England.	,,	...	36 ...	Do.	100 0 0

Amount per head per mensem.	Standard scale and amount of payments.	Average mean amount paid per head per mensem.	Total monthly receipts.	Total monthly expenditure.	Tuitional cost per head per mensem.	Total cost for teachers per mensem.	Remarks.
Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
1 10 5	Boarders, Rs. 10; day scholars, Rs. 5, *plus* extras.	Boarders, Rs. 11; day scholars, Rs. 4-11-2.	3,382 0 0	3,115 0 0	8 10 7	19 6 2	No rent are raised by subsidies and voluntary contributions. I remind this school among vacancies, and was therefore unable to increase the grants. Tuitional expenditure now Rs. 7-8; boarding, Rs. 16-8.
1 10 8	Sliding scale from Rs. 3 downwards.	1 10 0	79 8 0	68 0 0	2 12 4	...	No rent is charged. The discipline of the school is capable of great improvement.
0 12 4	Rs. 2 and 1 ...	1 6 8	132 8 0	132 8 0	2 0 4	...	In October and November there were respectively 21 and 24 cases from cholera out of the numbers.
2 4 0	Boarders, Rs. 20; day scholars, Rs. 5.	.....	1,921 0 0	2,210 0 0	10 0 0	23 8 0	The school can now receive 100 boarders. The standard of its accounts is far short, but it appreciates the general condition of the school.
6 0 5	Boarders, Rs. 20; day scholars, Rs. 5.	.....	843 0 0	823 0 0	8 0 0	21 1 7	A very well managed school, and its domestic arrangements good.
...	.....	.....	...	...	...	...	Recently established. No particulars yet obtained.
1 1 4	Rs. 2 to 1 ...	1 3 0	133 13 0	127 15 10	2 7 5	...	A well managed school, but its pecuniary condition is a bad one.
1 8 0	Rs. 1-8, 1, and 8 annas.	0 11 0	144 0 0	136 8 5	6 11 0	...	This school needs reconstruction.
4 12 2	Boarders, Rs. 20; day scholars, Rs. 5 to 2.	12 12 10 2 14 5	295 7 12	300 5 4	13 0 0	28 8 6	This school needs financial reconstruction; number of scholars has since increased.
...	Sliding scale from Rs. 15 downwards.	12 0 0	320 0 0	382 0 0	...	16 2 4	The average of attendance was 218.
1 8 0	Rs. 1 ...	0 11 2	99 0 0	91 8 0	4 9 2	...	Not equal to other E. T. S. schools.
1 9 1	Rs. 1 ...	0 3 8	108 12 6	97 13 4	4 14 5	...	Very poorly supported and conducted, unsuitable for increase.
2 4 11	Rs. 1 ...	0 13 10	111 4 0	87 4 0	6 11 6	...	
None	Rs. 2-8 for civilians only.	.....	5 0 0	130 0 0	4 2 0	...	The expenditure is defrayed from the Military Department.
2 8 0	Sliding scale according to parent's income.	0 11 0	71 0 0	73 12 0	4 9 0	...	The numbers does as well as she can; but the children are irregular and untrained. This is one of the most backward schools that I have examined.
1 8 7	Rs. 3 ...	0 12 4	140 0 0	126 0 0	5 4 0	...	This is capable of being made a very useful school. The managers complain of the carelessness of the parents.
Nil	Rs. 2-8 ...	2 0 0	111 0 0	106 0 0	7 1 0	...	An expensive but well supported, or well-attended, school. The numbers are complete greatly of the irregularity and unpunctuality of the scholars.
5 7 3	Boarders, from Rs. 32 to Rs. 15; day scholars, from Rs. 10 to 4.	21 9 3 6 6 1	904 0 0	1,024 0 0	12 15 0	34 10 8	An expensive school, with results not corresponding to its cost.
2 7 5	Boarders, Rs. 20; day scholars, Rs. 5 to 2-8.	Boarders, Rs. 15; day scholars, Rs. 3-12.	103 0 0	121 0 0	10 1 3	...	School badly attended to.
1 0 0	Boarders, from Rs. 10 to nil; day scholars, Rs. 2 to 2 annas.	0 5 1 0 7 2	457 0 0	457 0 0	4 7 9	8 10 1	Chiefly supported by local contributions; these amount to upwards of Rs. 300.
...	Rs. 3 ...	1 0 0	...	178 0 0	9 11 6	...	School needs reconstruction.
4 14 8	Boarders, Rs. 32; day scholars, Rs. 10 and 6-8.	.....	4,819 0 0	4,823 0 0	14 12 5	35 2 0	A well administered school with a high standard of education; it has room for 150 students, which should be filled up if the charges could be reduced.
6 4 0	Boarders, Rs. 30; day scholars, Rs. 10.	.....	1,795 0 0	1,937 0 0	15 2 6	34 7 7	This school has inherited under a lower building code, and at one time there was a want of proper control over the administration. It is now carefully and economically administered.
2 3 7	Rs. 2-8 ...	.....	...	...	...	...	
.....	Rs. 10; Rs. 2-8; free ...	.....	...	...	...	...	Of these scholars, 6 pay their own fees, for no government pay, for 10 as soldiers' orphans, for 80, Rs. 2-8 as soldiers' children, the rest are free.
2 12 3	Rs. 12 ...	11 11 8	256 12 4	623 14 10	...	17 5 3	

Name of Station.	Name of School.	Grade of highest class.	Day or boarding school or both.	Boys, girls, or mixed.	Staff and sex of teachers.	Denomination.	Available for boys above 12 years of age.	Number of boys above 12 who are school-boys.	Number of teachers as well as pupils.	Total daily average attendance.	The sum permanently granted for primary work.	Total grants [exclusive of building grants].
												Rs. A. P.
Kuda ...	Christ Church School	Primary	Day ...	Boys and girls.	1 Master, 1 Mistress.	Church of England.	Yes	30	...	45	None	55 0 0
Kurrie ...	.....	...	...	...	...	...	...	...	...	...	...	...
Kutch ...	Convent School ...	Middle	Boarding and day.	Girls ...	Ladies of convent.	Roman Catholic.	No	2	30	...	None	None
Delhi ...	S. P. G. Mixed Native and European School.	Primary	Day ...	Mixed ...	2 Mistresses.	Church of England.	„	9	...	...	Do.	30 0 0
Jubbulpore ...	Jubbulpore Boys' School.	Middle	Da. ...	Boys ...	3 Masters.	Do.	Yes	31	...	24	Do.	122 6 0
„ ...	Jubbulpore Girls' school.	Do.	Do. ...	Girls ...	3 Mistresses	Do.	No	80	...	64	Do.	107 6 0
„ ...	St. Joseph's School ...	Do.	Boarding and day.	Boys ...	...	Roman Catholic.	Yes	50	36	62	None at present.	60 0 0
„ ...	St. Aloysius' Boys' School.	Primary	Day ...	Do. ...	5 Masters	Do.	„	30	...	24	None	30 0 0
Nagpur ...	Bishop's School ...	Middle	Boarding and day.	Mixed ...	1 Master, 1 Mistress, 3 Assistants.	Church of England.	„	65	5	58	Do. „	284 4 11
„ ...	St. Francis de Sales, Mixed European and Native School.	High	Do.	Boys ...	7 European teachers.	Roman Catholic.	„	35	65	...	More accommodation needed.	200 0 0
„ ...	Convent Day School...	Primary	Day ...	Girls ...	Ladies of convent.	Do.	No	30	...	21	Better needed.	None
Kamptí ...	Christ's Church Orphanage.	Do.	Boarding	Mixed ...	2 Mistresses	Church of England.	„	11	24	...	More accommodation needed.	30 0 0
„ ...	St. Joseph's School and Orphanage.	Middle and Primary.	Do.	Girls ...	Ladies of convent.	Roman Catholic.	„	12	70	...	None at present.	150 0 0
Khandwah ...	Bishop's School ...	Primary	Day ...	Mixed ...	1 Mistress	Church of England.	„	23	...	16	A good school house needed.	None
Thenewal ...	G. I. P. Railway School	Do.	Do. ...	Do. ...	1 Master	Undenominational.	Yes	30	...	23	None	10 7 4
Mhow ...	Station School ...	Do.	Do. ...	Mixed ...	1 Master	Church of England.	„	20	...	...	Do.	None
Poona ...	E. I. R. School. ...	Middle	Do. ...	Boys, girls and infants.	1 Master, 2 Mistresses.	Undenominational.	„	56	...	35	Do.	80
Khirgaul ...	„ „ ...	Primary	Do. ...	Mixed ...	2 Mistresses	Do.	No	29	...	24	Do.	50
Jamalpore ...	„ „ ...	Middle	Boarding and day.	Boys and girls separate.	2 Masters, 2 Mistresses.	Do.	Yes	57	27	60	Larger school for girls.	210 8 0
Asansole ...	E. I. Railway School	Primary	Day ...	Do.	1 Master, 1 Mistress.	Do.	„	28	...	24	None	60
„ ...	Loretto Convent Day School.	Do.	Do. ...	Girls ...	4 Ladies of convent.	Roman Catholic.	No	30	...	...	Do.	None
Ranigange ...	E. I. R. School ...	Do.	Do. ...	Mixed ...	1 Master, 1 Mistress.	Undenominational.	„	11	...	...	Do.	24
Backipore ...	Gulzarbagh School ...	Do.	Do. ...	Do. ...	1 Mistress	Church of England.	„	13	...	10	Do.	25

Income per head per mensem.	Standard each and grounds of local variation.	Average sums annually paid to each teacher.	Total monthly receipts.	Total monthly expenditure.	Yearly cost per head per annum.	Total cost for teachers per annum.	Remarks.
Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
1 1 7	Rs. 3 to 4 ...	4 4 0	297 0 0	297 0 0	3 13 0	...	
...	.....	.....	...	...	...	...	
Nil	Boarders, Rs. 24; day scholars, Rs. 12.	.....	...	...	...	...	No financial returns have been forwarded. It is rather a private than a public school, but the education given is good, and cost not in excess of the fees.
3 12 0	Sliding scale from Rs. 2 to 8 annas.	.....	23 0 0	145 0 0	...	...	The total expenditure includes the cadet scholars. The whole monthly allowance for the Jaunpore cadetship, and more than one-half of the sum allowed to Jounpur H. E. Scholarship funds.
2 12 3	From Rs. 2 to 1 ..	1 10 10	203 8 0	205 8 0	8 9 0	...	This school is scarcely aided by elementary contributions. It should form a large contributor. The estimated receipts are of the endowments of parents.
1 5 6	Rs. 3 to 1 ...	2 0 0 per head.	289 12 0	293 0 0	4 5 0	...	Do. do. do. The monthly cost of these schools is Rs. 301-5.
0 10 1	Rs. 2, 2, 1; 15 sepoys free.	Rs. 1 0 tuitional fee.	284 0 0	280 0 0	2 15 2	...	This school is fairly well conducted, but needs more pecuniary support.
1 0 0	8 to 4 annas ...	0 2 7	84 10 8	97 0 0	3 3 0	...	This expenditure includes school allowances to an extent. It deserves a larger grant-in-aid.
4 1 0	Boarders, Rs. 21; sliding scale from Rs. 3 downwards.	2 7 6 tuitional.	613 0 0	632 0 0	7 9 7	...	The numbers of this school appreciated during the past two or three years.
2 0 0	Rs. 15, 1st class boarders „ 8, 2nd „ „	Rs. 10, 1st class „ 6-8, 2nd „	640 0 0	1,010 0 0	3 13 4	11 14 0	A thoroughly well conducted school as far as the returns of the Station show. These have not included the collection of fees which were done extra. On the normal charge per head would be only Rs. 2-1.
Nil	Rs. 1 ...	0 6 0	13 0 0 from fees.	...	...	...	
0 14 1	Sliding scale ...	0 6 4	170 7 4	159 0 11	...	8 10 0	This institution is very useful, and during the last three years there has been a great improvement in its management.
1 12 3	Rs. 8 to 1 ...	0 12 4	264 0 0	260 0 0	...	12 9 1	This expenditure includes the cost of 12 native orphan boarders at 10 rupees the attached. The deficit is supplied by the schools.
Nil	Rs. 2 ...	1 2 6	26 2 6	85 14 0	2 2 7	...	This school is very badly supported. The Sliding of Chiefs is provides the deficit. The Great Indian Peninsula pays support, not yet the circumstances. The local school system amongst only the wives pay business.
0 5 7	Rs. 2 to 4 annas ...	0 6 0	21 9 6	168 0 0	5 4 10	...	The Great Indian Peninsula pays the following sum. This school is very carefully managed. (1) because native schools are supported; (2) the station is divided by the railway, and (3) there is a desire for their education because the pice. (2) on account of the great good to children.
Nil	Rs. 3 to 2 ...	.....	.....	50 0 0 tuitional expenditure.	...	...	This school is supported for one medium as Silver, and cannot be reckoned at 4 a per one school; but it ought to be put under Government as an aided school.
1 9 6	Rs. 2, 1-8 and 1 ...	Rs. 2-1. Inclusive of music fee.	284 4 0	292 3 8	4 2 4	...	Very well conducted school.
1 8 6	Rs. 2 to 1-8 ...	1 9 7	146 5 8	118 0 6	4 1 0	...	This school should be more largely attended and better supported on the same footing as the Bandi School.
2 8 0	Boarders, Rs. 15; day scholars, Rs. 4 to nil	Day scholars, Rs. 2-5-7.	893 8 0	895 0 0	5 9 2	21 6 2	These accounts include the education of 12 apprentices of the right school. This is the best of the four district Native schools. The masters and materials are trained and efficient.
2 6 8	Rs. 3-8 ...	21 4 7	212 8 0	224 0 0	8 0 0	...	This is an exceedingly well-ruled school; the results could be no better.
...	Rs. 4 to 2 and music fee	4 2 8	150 0 0	220 0 0	7 0 0	...	The deficit is supplied by the Mission funds.
2 3 0	Rs. 3 ...	.....	80 0 0	84 6 3	8 9 4	...	This school is more expensively conducted than it need be.
1 14 0	Rs. 2, 1 and nil ...	1 2 3	80 1 4	84 12 8	4 3 3	...	This school is chiefly for children whose parents are employed in the canals but might with better teaching there would be more pupils.

Name of District.	Name of School.	Grade of English class.	Day or boarding school or both.	Boys, girls, or mixed.	Staff and sex of teachers.	Denomination.	Schools for boys above 12 years of age.	Number of the scholars on school roll.	Number of Scholars on the roll in daily average of attendance.	If the accommodation, with all the probable supply.	Total grant-in-aid from Government.
											Rs. A. P.
Backpore ..	St. Joseph's Convent School and Orphanage.	Middle and primary.	Boarding and day.	Girls ...	Ladies of convent.	Roman Catholic.	No	3	86	...	None 25 for Orphanage.
„ ..	Khorji Orphanage ...	Middle	Boarding	Boys ...	3 Masters	Do.	Yes	...	46	...	„ None
Darjeeling ...	Loretto House ...	Do.	Boarding and day.	Boys and girls.	Ladies of convent.	Do.	No	6	90	...	... „
„ ..	St. Joseph's Seminary	Do.	Do.	Boys ..	.....	Do.	Yes	6	17	...	Extra for 60 pupils required. „
„ ...	St. Paul's School ...	Do.	Do.	Do.	4 Masters	Church of England.	„	3	64	...	None 400 0 0
„ ..	Darjeeling Girls' School	Do.	Do.	Girls ...	2 Mistresses	Do.	No	4	30	...	A new schoolhouse is required. 200 0 0
Hazaribagh ...	Loretto Priory ...	Do.	Do.	Boys and girls.	Ladies of convent.	Roman Catholic.	„	12	23	...	... None
Howrah ...	St. Thomas' School ...	Do.	Day ...	Boys and girls se-parate.	1 Master, 1 Mistress.	Church of England.	Yes	72	..	63	None 136 0 0
„ ..	Milman School ...	Primary	Do.	Mixed ...	2 Mistresses	Do.	No	63	...	55	„ 30 0 0
Kurseong ...	Bengal State Railway School.	Middle	Boarding and day.	Boys and girls.	1 Master, 1 Mistress.	Undenomi-national.	Yes	1	14	...	New accommo-dation is being provided 309 0 0
Cuttack ...	Christian Girls' School	Primary	Day ...	Mixed ...	2 Mistresses	Church of England.	No	18	...	...	None at present. 50 12 4
„ ...	St. Joseph's Convent School.	Do.	Do.	Girls ...	4 Ladies of convent.	Roman Catholic.	„	57	...	...	None None
„ ...	Roman Catholic Boys' School, mixed Euro-pean and Native.	Do.	Do.	Boys ...	3 Masters	Do.	Yes	13	...	...	„ 50 0 0
Cuttack ...	Station School ...	Do.	Do.	Mixed ...	1 Mistress	Undenomi-national.	No	12	...	9	„ None
Ellichpur ..	Do. ...	Do.	Do.	Do.	Do.	Do.	„	17	...	13	... 50 0 0
Hingoli ..	Do. ...	Do.	Do.	Do.	Do.	Do.	„	...	...	10	... 50 0 0

The following schools have not been included in this Return, partly because they are of the nature of private schools, and partly because Dacca.—A mixed school of between 40 and 50 pupils kept by a resident and his wife for private profit, but aided by a Chinsurah.—An old school of Dutch foundation. The grant allowed by the Dutch Government has been continued by Gaulpo.—Opened about a year ago by the Scott's Lane Mission Chaplain for the children of the employés of the Eastern Serampore.—The school here was formerly under a committee, and fairly well administered, but for some reasons the Christ Church Girls' School, Simla.—Established only this year.

The Convent School, Naini Tal.—Established in 1870 for girls.

The Convent School, Lahore.—Established this year for girls.

Rajputana State Railway School, Ajmere.—Opened in January 1880. It should have about 20 scholars, boys and girls.

The Mussoorie Convent School.—No return having been forwarded, it receives no grant-in-aid from Government, and is of

Peshawar School, for children of warrant officers, with 17 scholars. No particulars forwarded.

Amount per head per mensem.	Number and nature of pupils per mensem.	Average number each pupil per head per mensem.	Total monthly receipts.	Total monthly expenditure.	Proposed cost per head per mensem.	Total cost of a teacher per mensem.	Remarks.
Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
0 14 7	Boarders, Rs. 25 to 10; day scholars, &c. 4.	10 4 0	1,110 1 2	1,170 7 4	...	13 3 4	The boarding school and the orphanage are supported by voluntary contributions. The total cost of a teacher is apportioned over both boarding scholars and those in the orphanage.
Nil	Rs. 10 for orphans; Rs. 2-8 for others.	.....	122 0 0	450 0 0	...	11 12 4	Government pays Rs. 62-8 for education of its scholars' children; the rest is from parents. The Mission supplies the deficit. This school deserves a larger measure of public support.
"	.....	.....	...	...	...	...	No financial particulars are given, except that the pupils are poor and can pay no fees. Wages for school will not exist. The Mission gets certainly enough Government grant-in-aid.
"	Boarders, Rs. 40; day boarders, Rs. 20; day scholars, Rs. 10.	23 13 0	849 0 0	1,270 0 0	...	...	The endowment of this school at a cost of Rs. 15,000, to bring a total of 40 pupils, is contemplated, and recommended and is solicited. This would be a great help under the Mission Catechetical relations of Calcutta and Santipur to Agra.
6 4 0	Boarders, Rs. 25; day boarder, Rs. 20; day scholars, Rs. 10.	24 1 10	2,464 7 4	2,224 9 9	18 11 1	35 7 1	The number of pupils has considerably increased since this statement was last received. The necessity of contributing out repairs included in the monthly cost accounts. The cost of a teacher will, however, remain about as before. See Rs. 35, of a new scholar above Rs. 18.
5 14 1	Boarders, Rs. 30; day scholars, Rs. 10; extras, Rs. 8 to 5.	20 7 1	1226 0 0	969 0 0	18 8 9	29 14 2	A cost of Rs. 200 is paid for normal school-house, which is included as a additional expenditure.
Nil	Boarders, Rs. 20 to 25; day scholars, Rs. 7 to 5.	.....	...	...	...	...	No financial particulars are given. The children attending this school appear to be of the Native classes, as their parents' incomes are said to range from Rs. 200 to Rs. 300 per mensem.
1 14 3	Rs. 3, 4 and 2 ...	2 14 8	401 0 0	261 0 0	5 0 2	...	This school is much needed for the children of the East Indian Railway Company; they grant to it Rs. 150. The Mission School Society is to supply the same teacher as the schools at Howrah and Jamalpore.
0 7 5	9, 6 and 3 annas ...	0 3 8	105 0 0	125 0 0	1 14 0	...	This school is very much needed for the poorer class of Eurasian children at Howrah, and should be placed on a more efficient footing; a larger grant-in-aid should be requested.
12 8 0	Sliding scale from Rs. 21 to 10. Day scholars pay Rs. 5.	.....	Not stated	811 0 0	23 13 0	53 8 9	This school had only been established two months when the Report was sent in. The number of pupils has, I believe, since increased; a new and better site is to be secured, and a larger grant-in-aid should be requested.
2 8 1	Rs. 2, 1-8 and 1 ...	1 9 0	121 0 6	122 8 0	6 13 10	...	This school has been very indifferently attended to. Every effort is to be made to establish school at Cuttack for the children, and Rs. 50-0-0 will under circumstances be necessary for teachers.
Nil	Rs. 5, 3 and 1; 28 children free.	.....	...	...	...	...	This school, only just established, is divided into an upper department for the better classes established, with a normal school, and a lower department for poor children receiving a higher class.
0 11 11	8 to 4 annas ...	0 2 2	87 0 0	54 0 0	0 12 2	...	The Roman Catholic Priest conducts, but his services are not charged in the expenditure, besides Rs. 12 Government fees are all native teachers, all save of the poorest classes.
Nil	None	None	60 0 0	60 0 0	5 0 0	...	This school is entirely supported by the voluntary contributions of parents, who therefore pay no fees. It is in want of a master established that a school should have, and needs a reconstruction.
2 13 1	1 0 0	0 11 9	83 8 0	83 8 0	2 10 10	...	
3 0 0	2 to 1 anna ...	.....	...	...	...	...	No further particulars have been forwarded.

no recent information has been forwarded, or they have been recently founded :—

Government grant. It was examined by me in 1870 and visited in 1879. It is not such a school in Dacca should have.

the English. I examined it in 1878; there were then some 12 little boys and girls. Still not consider it well conducted.

Dengal Railway. It has about 10 or 12 little boys and girls. I have not examined it, and no information has been sent.

number of pupils decreased from 37 in 1876 to 13 in August and 2 in December 1879. It has since been reopened. I hear, as a private school,

J. BALY,

Secretary to Committee of Enquiry on Zenzyana Education.

the nature of a private school. See Mr. Lawrence's Report, page 109.

(C)

Report on the School attached to the Madras Gun Carriage Factory by Major-General Napier Campbell, R.A., for the Ven'ble the Archdeacon of Calcutta.

By a General Order of Government, No. 166 of 1846, dated 24th July, the Superintendent of the Madras Gun Carriage Factory was authorized to entertain, as pupils, boys not over 14 years of age, and, as far as possible, to recruit the Company of Carnatic Ordnance Artificers maintained in the Madras Presidency from such pupils. Pupils are taken at ages not under 14 and not over 16.

Origin of the establishment.

Its object to recruit the Corps of "Carnatic Ordnance Artificers."

The pupil establishment attached to the Gun Carriage Factory is a feeder to the Carnatic Ordnance Artificers Company, which consists of 120 men, with 25 men extra for staff employ. The pupil establishment has, on occasions, been called on to supply pupils faster than it was capable of doing, by reason of many Ordnance artificers having been appointed to the Uncovenanted Civil Service, and thus causing vacancies in the Corps of Carnatic Ordnance Artificers.

Strength of "Corps of Carnatic Ordnance Artificers."

Pupils, or apprentices, are attested on joining the establishment in the same manner as recruits for the army, and are liable to military law, equally with the rest of the army, from the day on which they are respectively entertained.

Attestation of pupils on entertainment.

Pupils, or apprentices, receive no pay, so-called, but are allowed Rs. 2 monthly as pocket-money; they are supplied by contract, at Government expense, with provisions, cooking, washing, and barrack attendance. A daily rate of 4 annas 10 pies was sanctioned for this purpose in 1846; but prices are higher now than they were then, and no doubt the contracts are now dearer. When I was Superintendent of the Factory, the contract on this account was at the daily rate of 6 annas 9 pies. The pupils were lodged in barracks and provided with cots, tables, and forms by the Commissariat Department, as also with lighting and such barrack articles as brooms, earthen pots, &c., for cleaning purposes.

Pocket-money, board and lodging of pupils.

Their bathing and minor ablutions were performed at a pond which is within the factory walls, and is supplied with water from the Red Hill Lake.

Bathing and ablution.

Government provides pupils annually with—

Clothing supplied by Government.

1 regimental cap.
1 „ jacket.
3 white shirts.
3 „ trousers,
3 „ jackets.
5 fatigue shirts (gingham).
7 „ trousers.
4 pairs shoes (ammunition boots).

A sum of Rs. 1,200 used, when I was in charge of the Madras Gun Carriage Factory, to be budgeted for annually, under the head of contingencies,

Annual allowance from Government to provide clothing.

to supply boots, gingham for fatigue-dress stuff, drill, long cloth, and hire of tailors employed to make up clothing.

Kit required to be kept up by pupils.

The kit required to be kept up by pupils was as follows:—

Regimental jacket.	1 pair boots.
,, cap.	1 ,, laces.
,, trousers	1 apron.
4 white shirts.	1 comb.
5 ,, trousers.	1 hairbrush.
3 ,, jackets.	1 knife, fork, and spoon.
5 fatigue shirts.	1 helmet (Government).
7 ,, trousers.	1 bible.
1 quilt.	1 prayer book.
1 towel.	1 hymn book.
1 stamp.	

Kit inspection.

Kit inspection was held once a fortnight, a printed report of the inspection having been carried out being furnished by the Sergeant Instructor on duty to the Superintendent.

Number of pupils restricted.

The establishment of pupils was limited to 30, subject to the orders of the Inspector General of Ordnance.

Standard of work required of an Ordnance Artificer.

The standard of work required of an Ordnance Artificer used to be so high, that it was extremely rare to get a man to enlist as a ready-made workman in the Company. When I was at the factory, there had been only four such cases during the previous 25 years.

As it is obviously impossible to teach a boy his trade in the same ratio of time as that in which his services are required, and there is no getting ready-made hands, there is no alternative but to wait till boys do qualify.

System under which pupils were recruited.

To recruit the pupil establishment, a roll was kept by the Superintendent of the Gun Carriage Factory, who entered therein the names of candidates, their addresses, age, priority of application, and such other information as might render easy their being found when required. The candidates were numerous. There were generally about 20 boys' names on the roll for admission, and the number could have been doubled or trebled in a week or ten days; but of the 22 names which were on the roll in 1875, 14 were sons of military men, 5 were orphans of civilians, and 3 sons of poor civilians.

Classes from which pupils were drawn.

First, preference used to be given to lads who had begun to learn a trade; these naturally qualify soonest. Next, to sons of soldiers or artificers; and next, to sons of widows and of the general public.

System of determining the trade to which a pupil is put.

The trade to which a lad was put on first joining depended principally upon the vacancies in that trade: given a certain fixed number of smiths, turners, &c., and those numbers must be kept to strength. If there were vacancies in equal proportions in more than one trade, the pupils of stronger physiques would be set to learn the blacksmith's trade; the weaker, the armourer's trade, where it is more a question of skill than of strength. The boys hardly ever exhibited any marked preference for one trade over another.

Preference for any particular trade seldom exhibited by pupil on enlistment.

It sometimes happened that the medical officer recommended, for constitutional reasons, the change of a boy's trade after he had been some time at it; and I have known instances in which boys showing a positive inaptitude for one trade, have been given a chance at another; but it generally happened that unfitness for one trade meant unfitness in another, or in all.

Choice of trade given, when possible.

If it was found possible to put a boy to the trade he preferred, on the chance of his having any preference, he was asked which he would prefer; but, as above mentioned, he usually did not care much to exercise his choice.

Preliminary operations on entertaining lads.

As a preliminary, on a boy being proposed to be admitted as a pupil, he was called upon to produce his baptismal register (the supposed nearest approximation to a register of birth) and a written character from his last schoolmaster. He was then examined in reading, writing, easy dictation, and simple arithmetic. If reasonably successful in these, a roll proposing his entertainment was sent, with the boy, to the Surgeon of the Second District, Madras—the district in which the Gun Carriage Factory stands. The Surgeon pronounced him "fit" or "unfit" for the service. If fit, the roll was sent to the Inspector General of Ordnance for sanction to entertain the lad.

On sanction being accorded, the boy was taken before one of the Madras Civil Magistrates (Military Magistrates being ineligible under the Mutiny Act), and attested for the service in the same manner as soldiers for the regular army. One rupee for stamp-duty was recovered from the boy's first pocket-money, and he thus was at an early step of his career initiated into the system of soldier's stoppages. The Articles of War were then read to the boy in the presence of the Superintendent of the Factory, and he was brought on the strength of the pupil establishment from that date.

The pupil's attestation.

Articles of War made applicable to pupils.

The boy was then given into the charge of the foreman, or person in charge of the workshop of the trade to which he had been allotted, and he was there, after the manner of apprentices, initiated into the various processes of his craft. If intended for a turner, he joined the turners' and drillers' shop, where he learnt the names and uses of tools, centering, the uses of, and methods of adjusting, chucks; from thence he proceeded to light wood turning, and so on, always under the eye of the foreman in charge of the shop. Smiths begin by forging beads, learning the various colors, showing the tempers of iron, and working from small work to great. Armourers ("fitting" is the appropriate word for the general work performed by armourers) commence by learning the use of the various files; from whence they advance, step by step, to working the slotting, drilling, planing, &c., machines.

Introduction of pupil to his trade.

Every fortnight a progress report was furnished to the Superintendent of the Factory by the Senior Conductor showing, in separate columns, the information here below given:—

Progress Report.

1st.—Name.
2nd.—Trade.
3rd.—Length of service.
4th.—Proportion of work turned out daily during the past fortnight, as ½, ¼, fractionally; unity representing full man's work.
5th.—Probable time of transfer.
6th.—Character reported by foreman of workshop.

A seventh column contains the Senior Conductor's opinion as to the general progress made by the pupil.

Time usually taken to qualify in a trade.

The average time taken to qualify for a trade—the carpenters may be taken as the quickest learned—is from 40 to 50 months. Some boys, with special aptitude for the trade, I have known to come out in 30 months; while others, mechanically stupid or naturally slow, take as much as five years, and even more.

Occasional failure to qualify.

Sometimes, but rarely, it occurred that a boy failed to qualify at all: arrived at the point of turning out, say, three-fourths of a day's work, and did not advance. It was in such a case absolutely necessary to recommend discharge. It appears hard on the public service to three-quarter educate a boy, to say nothing of boarding, lodging, and clothing him for some five years, and derive no benefit from him after all; but it would be harder still to bring in and pay full wages to an imperfect workman, as is not unfrequently the case in many branches of the public service.

I have known cases in which pupils when close upon being able to turn out a man's full work have failed to make the further exertion required to complete their technical education, alleging that they could not work harder than they were then doing. It is not improbable that the conduct of the pupils in such cases may have been the result of the promptings of idle persons outside the factory, who probably endeavoured to persuade the boys so acting that a discharge with considerable, though partial, knowledge of a trade is preferable to joining as an Artificer and doing regular work.

Failing to qualify sometimes the result of purpose.

The experiment of treating such cases as refractoriness, and imposing certain rigorous restrictions, had a very good effect, causing the odd quarter day's work to be turned out with but little delay.

Method of treating such cases.

The best example I ever knew of rapid qualifying in a pupil was of a boy named Tripp, who in about 24 months from date of joining as a pupil was transferred to the Carnatic Ordnance Artificers Company.

Exceptional case of a pupil qualifying in an unusually short time.

The school for the education of artificers and pupils, apart from their professional and technical duties, became a Government institution on the 9th June 1855. From that date a salary of Rs. 300 per mensem was paid to the teachers of the school (I beg attention to this), who were selected from the warrant and non-commissioned officers, foremen and artificers of the department; and a further special sum of Rs. 300 was paid to the Superintendent as principal or headmaster. These arrangements were sanctioned in Minutes of Consultation of Government, Public Department, dated 22nd June 1855, No. 823.

The schools within the school; or general, as distinguished from technical, education.

The salary of the Superintendent as schoolmaster was discontinued from the 1st March 1870 by order of Government, No. 665 of 5th March 1870; but up to the date of my leaving the factory in 1876, Rs. 300 were still drawn for the salaries of the teachers of the school, as follows:—

Details of school establishment.

Subjects taught, and salaries of masters.	Rs.
1st Division—Arithmetic.	
Master's salary ...	28
2nd Division—Arithmetic.	
Master's salary	18
1st Division—Geometry, Mensuration, and Algebra.	
Master's salary	16
2nd Division—Geometry, &c.	
Master's salary	16
3rd Division—Geometry, &c. (Elementary).	
Master's salary	15
Class for Timber measurements, the use of the slide rule, and revision of Algebra and Elementary Civil Engineering.	
Master's salary	28
Surveying Class.	
Master's salary	28
Drawing Class.	
Master's salary	35
Machinery, Gearing, and the Steam-Engine Class.	
Master's salary	35
Elementary Arithmetic and Dictation.	
Master's salary	17

The above classes were taught in the morning from 7-30 to 9 A.M., subject to the exigencies of work in the department.

The evening classes were the upper and lower Geography, and the upper and lower Indian History classes.

The morning hours of attendance were from 7-30 A.M. to 9 A.M. for artificers and pupils. The evening school from 6 to 7 on Tuesdays, Thursdays, and Fridays for pupils only.

Pupil joined the school on attestation.

According to the education that a boy had received before joining the department, he took his place in the classes. He was passed into the Elementary, Arithmetic, and Dictation class, and drafted out of it as he was reported on. His education culminated in the Drawing and Surveying classes. It will be perceived that great prominence was given to Mathematics, which would be of practical use to the Artificer during his trade.

Religious instruction.

Religious instruction was imparted to the pupils on Thursday evenings. A Baptist clergyman—a Mr. Money—used to conduct the Thursday evening service in the barracks occupied by the boys; but late in 1872 the Episcopalian Chaplain of the district claimed the right to use the barracks for that purpose, and the Church of England established her claims over the pupils.

Pupil's transfer to grade of Artificer.

The pupil's transfer to the grade of Artificer was a simple process. Being already an enlisted soldier, there was no further necessity for attestations or other ceremony. He had only to be approved of by the Inspector General of Ordnance, on a roll furnished by the Superintendent of the Factory.

Progress report shows when a pupil is qualified for Artificer.

When the fortnightly report of progress showed that a pupil was capable of performing a full day's work, his roll of transfer to Artificer was made out and submitted to the Inspector General.

Pay on transfer.

On the pupil being transferred to Ordnance Artificer, he received Rs. 15 a month as pay, which was not exceeded until he had been 7 years in the service. From 7 to 14 years' service he drew Rs. 20; and from 14 years upwards his pay was Rs. 25.

Quarters and rations.

He found his own quarters and rations, with the exception that on foreign service he was provided with quarters, and received rations on payment from the Commissariat Department.

The Artificer's wife and family allowance.

If his wife (were she European or East Indian) could prove her descent and education according to Regulation, she was allowed Rs. 3-8 per month; and his children, if legitimate, received Rs. 2-8 per month.

Merit-allowance.

An allowance resembling good-conduct pay, but demanding higher qualifications than mere good conduct, was granted on the recommendation of the Superintendent of the Factory to the Inspector General. This allowance was called "merit-allowance," and was available for men recommended as good, hard-working tradesmen of good character. It consisted of three classes,—the lowest or third class at one anna per diem; the second at two annas; and the third at three annas.

Foremen of Artificers.

In the Corps of Artificers there were—

1st class foremen.
2nd " "
3rd " "

Foremen's allowance.

Foremen drew, in addition to their pay as Ordnance Artificers, according to service as follows :—

3rd class foremen	...	...	...	... 15
2nd " "	...	...	...	... 20
1st " "	...	...	...	... 30

Foremen's pension.

but this allowance was not allowed to count in calculating the pension of a foreman.

Thus, a foreman received no higher pension than an Artificer of the same service.

Uselessness for service how determined.

After 22 years of service, if found "unfit" for further duty, an Artificer upon certificate of good character and conduct became entitled to pension equal to two-thirds of his pay. This verdict of unfitness was unfortunately entrusted to doctors; and the result was that inefficient men were frequently retained on the establishment, to the detriment of the public service. This was a mistake. The Superintendent is the best judge as to whether a man is fit for his work, and his report should have been the one to go by. It seems likely that an Ordnance Artificer would wear out sooner than an independent handicraftsman; for the latter has his seasons of work and want of work, while the work of the former is increasing, and it is the incessant occupation which wears out the mind, while it leaves the body hardened by continued exercise. I used to observe that the younger men were more intelligent than the older ones, whether they were promoted to foremen or not. The older ones appeared in many cases simply worn out.

Wound pension.

Wounds received on service rendered the Carnatic Ordnance Artificer admissible to pension, and wounds unfitting him for future service entitled him to the pension of two-thirds of his pay. Two pairs of boots annually were allowed to the Ordnance Artificer.

Clothing.

He got a jacket and a pair of trousers (regimental) on alternate years; *i.e.*, a biennial issue of each.

Bedding and helmet allowance.

He received a quilt biennially; also Rs. 3 helmet allowance biennially.

Working clothes.

A canvas apron for smiths was issued half-yearly, and a blue cotton apron quarterly to men of other trades. When proceeding on foreign service, the Artificer received a regimental great-coat and an English blanket instead of a quilt.

Position attainable by Artificer in the Gun Carriage Factory itself.

The positions to which an Ordnance Artificer could rise in the Gun Carriage Factory itself were as follows:—

Foremen, 1st, 2nd, and 3rd class.
Sergeant Instructor of Pupils.
Store Sergeants.
Sub-Conductors.
Conductors.

Revenue Survey occasionally applied for Ordnance Artificers.

Remarks.

The Revenue Survey frequently applied for and got men of the Artificer class, but they did not like the work, and often returned to the Gun Carriage Factory. If the Government are in earnest to take up the question of providing for the families of our Eurasian community after duly considering the cost of so doing, I do not know any better way of utilizing the boys we educate than by the establishment of schools of the kind I have described as attached to the Gun Carriage Factory at Madras in my day. One of the great wants of the late war has been good and efficient Armourer Sergeants; and I think I some years ago put before the Madras Government a proposal to educate Eurasian lads for such. The school at the Madras Factory produced some very superior men; and even the Fatehgarh Gun Carriage Factory sought and obtained the best Artificers now employed there from the benighted Presidency. If the Government intend to provide anything for the Eurasian class, here is one way of doing so, attended with some benefit to Government.

Probably the rates of pay I have given would have to be increased, to meet the increased and increasing cost of living. I write of "the days that are no more," and we have to provide for the days that are.

For the superintendence of a school of this kind, it is hardly necessary for me to say that the person selected should be one who really understands the

subject of education, and takes an interest in the welfare of the Eurasians and natives of India. The pupils are readily found: it is the teacher who is so rare. Self-interest is the motive that operates the most powerfully on most men; and as long as the Rs. 300 per month which was granted to the Superintendent of the Gun Carriage Factory at Madras was continued, the school flourished. With the withdrawal of that incentive to enthusiasm, the interest of the Superintendent ceased; and when I entered on the charge of this Factory, I found the studies of the pupils neglected; the masters, good and efficient men, depressed from want of encouragement; and the school books in use of the most ancient and primitive editions. The Government of Madras, at my appeal, supplied the school with new books; and a very slight encouragement to masters and pupils caused a marked revival in its conditions.

SIMLA;
The 19*th May* 1880.

NAPIER CAMPBELL, *Major-Genl., R.A.,*
Offg. Inspector General of Ordnance.

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